

**MULTILINGUAL ENGLISH TEACHERS' SUBJECTIVITIES OF
ENGLISH LANGUAGE IDEOLOGY
IN SENIOR HIGH SCHOOLS**

THESIS

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**DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES**

**UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG**

2020

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THESIS

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

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2020

STATEMENT OF AUTHORSHIP

I state that the thesis entitled **“Multilingual English Teachers' Subjectivities of English Language Ideology in Senior High Schools”** 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, 5 March 2020

The researcher,



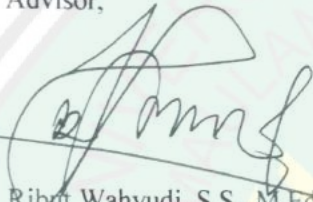
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MOTTO

Research has shown that the best way to be happy is to make each day happy

(Deepak Chopra)



DEDICATION

I proudly dedicated this thesis to my beloved Mom and Dad, Eny Umroyatin and Mustain.



ACKNOWLEDGMENT

Alhamdulillah rabil 'alamin, I would like to express my highest gratitude to Allah subhanahu wa ta'ala for blessing, love, opportunity, health, and mercy to complete this undergraduate thesis. Shalawat and Salam is also included to the best figure in this universe, Prophet Muhammad SAW. He is chosen as the one who guided us to better ways and who was able to save us from Jahiliyah era.

In this valuable chance, I intended to express my deepest gratitude to my supervisor. This thesis would not have been possible without the help, support, and patience of my extraordinary advisor, Mr. Ribut Wahyudi, S.S, M.Ed, Ph.D., for his supervision, advice, and guidance from the very early stage of this research as well as giving me extraordinary and unforgettable experiences throughout the past two semesters.

My gratitude also goes to Pak Kyai Khudori Sholeh and Bu Nyai Erik Sabti Rahmawati in Pondok Pesantren Mahasiswi Al-Azkiya', Merjosari for receiving me as your Santri since 2016 and is ongoing. Thank you for every support in any forms especially for asking my progress in writing undergraduate thesis and endless support to not give up in my own way.

I am very grateful to have some friends who always support me. The first appreciation goes to Eka Nursabila, Istighfarrindang Fajrin and Lailatul Qurraataa'yunin, who always became a good listener for every problem I faced, especially when I had to revise this thesis and re-start over and over again. Last, I also want to express my appreciation to my beautiful partner, Dinda Ayu Nabila, thank you for your willingness to share your time, feeling, and advice with me during supervision.

Finally, I would like to express my thanks for three respondents in this research who kindly agree to participate in this research and share their understanding related to this issue. This research is far from perfect, but it is expected that it will be useful not only for the researcher, but also for the readers. For this reason, constructive thoughtful suggestions and critics are welcomed.

Malang, 5 March 2020

Indah Rohmatin Laili



ABSTRACT

Laili, Indah Rohmatin. (2020). *Multilingual English Teachers' Subjectivities of English Language Ideology in Senior High Schools*. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Ribut Wahyudi, M.Ed., Ph.D.

Keywords: English Ideology, Subjectivity, Multilingual Context, Global spread of English

The national education policy of promoting English as a foreign language in high school had a great impact on Indonesian's education system and the position of English in English teachers' subjectivities. In fact, English provides powerful and potentially beneficent effects on English teachers' career goals, professional advancements, and employments. Historically, the use of English as a compulsory subject in levels of education began since the Dutch colonial era. At that time, English was chosen as the first foreign language than Dutch because English has an international function in communication, education, and economic power (Lauder, 2008). The widespread of English at levels of educations might pose a serious threat to the status of Indonesian and minority languages. This research also looks at these educational and policy statements, which indicated that education discourses in institutional practices offered certain meanings, value, and ideas (Ball, 1994)

This present study is classified as Critical Applied Linguistics (CALs) in which focused on explaining how English ideology constructed Indonesian English teachers in the curriculum documents such as national policy statements, syllabus, lesson plan and related textbooks. It employed Foucault's concept of Subjectivity, Pennycook's (2000) notion of the global spread of English and Phillipson's (2000) analytical approach of English in the new world order. The data and data source were collected from English teachers' spoken utterances, written national and local documents, and field notes. The data were collected by observing, interviewing, and recording. The data were analyzed by using the interpretive analysis to explore English teachers' ideas, behaviour and experiences related to the global English (Heigham & Croker, 2009).

This research revealed that English compulsory subject in the present Senior High schools's curriculum adopted Australian *Genre Based Approach*. It showed that the expansion of English tended to be both marketed by Inner Circle English (Kachru, 2009). Besides, three respondents was categorized as *Colonial celebratory* and *Laissez-Faire Liberalism* in learning and teaching English in education such as a comment about English was prestigious, unproblematic, ornate-norms considered as legitimate accents (Pennycook, 2000). Those two categories are illustrated in all respondents' subjectivities, which was constructed from their educational histories, individual experience, and professional development. Besides, respondents' subjectivities showed *English Linguistic Imperialism*, *English as Global Language*, *English and Equality in Communication*, *Post-imperial English*, and *English in the Future* (Phillipson, 2000). In addition, neoliberal discourse related to the job competition also appeared in two respondents' data, which explained that English was required to get a job easily.

ABSTRAK

Laili, Indah Rohmatin. (2020). *Subjektivitas Guru Bahasa Inggris Multibahasa tentang Ideologi Bahasa Inggris di Sekolah Menengah Atas*. Skripsi. Program Studi Sastra Inggris, Fakultas Humaniora. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Ribut Wahyudi, M.Ed, Ph.D.

Kata Kunci: Ideologi Bahasa Inggris, Subjektivitas, Konteks Multibahasa, Bahasa Inggris secara global

Kebijakan pendidikan nasional dalam menggunakan bahasa Inggris sebagai mata pelajaran bahasa asing di sekolah menengah atas dapat mempengaruhi sistem pendidikan Indonesia dan posisi bahasa Inggris dalam perspektif para guru bahasa Inggris. Faktanya, bahasa Inggris memberikan efek yang kuat dan berpotensi bermanfaat pada sasaran karir guru bahasa Inggris, kemajuan profesional, dan pekerjaan mereka. Secara historis, penggunaan bahasa Inggris sebagai mata pelajaran wajib dalam tingkat pendidikan dimulai sejak era kolonial Belanda. Pada saat itu, bahasa Inggris dipilih sebagai bahasa asing pertama daripada bahasa Belanda karena bahasa Inggris memiliki fungsi internasional dalam komunikasi, pendidikan, dan kekuatan ekonomi (Lauder, 2008). Meluasnya penggunaan bahasa Inggris dalam pendidikan dapat menimbulkan ancaman serius terhadap status bahasa Indonesia dan bahasa minoritas. Penelitian ini juga melihat kebijakan bahasa Inggris yang menunjukkan bahwa wacana pendidikan dalam praktik kelembagaan menawarkan makna, nilai, dan gagasan tertentu (Ball, 1994).

Penelitian ini diklasifikasikan sebagai Linguistik Terapan Kritis (CALs) yang fokus pada menjelaskan bagaimana ideologi bahasa Inggris membangun subjektivitas guru Bahasa Inggris di Indonesia dengan melibatkan dokumen kurikulum seperti kebijakan nasional, silabus, rencana pembelajaran dan buku teks terkait. Penelitian ini menggunakan konsep Foucault tentang Subjektivitas, gagasan Pennycook (2000) tentang penyebaran global bahasa Inggris dan pendekatan analitis Bahasa Inggris Phillipson (2000) dalam tatanan dunia baru. Sumber data dan data dikumpulkan dari ucapan guru bahasa Inggris, dokumen nasional dan lokal tertulis, dan catatan lapangan. Data dikumpulkan dengan mengamati, wawancara, dan merekam. Data dianalisis menggunakan analisis interpretatif untuk mengeksplorasi ide, perilaku, dan pengalaman guru bahasa Inggris yang terkait dengan bahasa Inggris global (Heigham & Croker, 2009).

Penelitian ini menemukan bahwa mata pelajaran wajib bahasa Inggris dalam kurikulum SMA ini mengadopsi konsep *Genre Based Approach* yang dikembangkan oleh Australia. Ini menunjukkan bahwa ekspansi bahasa Inggris cenderung dipasarkan oleh Inner Circle English. Kemudian tiga responden dikategorikan sebagai *Colonial Celebration* dan *Laissez-Faire Liberalism* dalam melihat penyebaran bahasa Inggris dalam pendidikan seperti komentar tentang bahasa Inggris yang bergengsi, tidak

bermasalah, atau aksen yang sah (Pennycook, 2000). Dua kategori tersebut diilustrasikan dalam semua subjektivitas responden, yang dibangun dari sejarah pendidikan, pengalaman individu, dan pengembangan profesional. Selain itu, tidak semua kategori yang diusulkan oleh Phillipson (2000) dimiliki oleh subjektivitas responden, adapun *English Linguistic Imperialism*, *English as Global Language*, *English and Equality in Communication*, *Post-imperial English*, and *English in the Future*.



متلخص البحث

البلى ،إنداة رحمة2020، الذاتية لمدرسين اللغة الإنجليزية متعدد اللغات على أيديولوجية اللغة الإنجليزية في المدارس الثانوية.البحث العلمي. قسم الأدب الإنجليزي. كلية العلوم الإنسانية. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج.
المشرف : ريبوت وهيودي الدكتوراه.

الكلمات الرئيسية : الأيديولوجية الإنجليزية ، الذاتية ، سياقات متعدد اللغات ، الإنجليزية على مستوى العالم.

تأثر السياسات التربوية الوطنية في ترويج اللغة الإنجليزية كلغة الأجنبية في المدارس الثانوية كبيرة على نظام التربية الإندونيسية وموقع اللغة الإنجليزية فيها لمدرسينها. وفي الواقع ، للإنجليزية تأثير قوي ومفيد على الأهداف المهنية لمدرسينها والتقدم المهني وعملهم. و تاريخياً ، بدأ استخدام اللغة الإنجليزية كمادة إجبارية على مستوى التربية في الحقبة الاستعمارية الهولندية. وفي ذلك الوقت ، تم اختيار اللغة الإنجليزية كأول اللغة الأجنبية بدلاً من الهولندية لأن كانت لها وظيفة دولية في مجال الاتصالات والتربية والقوة الاقتصادية (لاودر ، 2008). استخدام اللغة الإنجليزية الواسعة في التربية تمكن أن تشكل تهديدا خطيرا لوضع اللغات الإندونيسية واللغات الأقلية. وهذا البحث يلحظ أيضا على سياسات اللغة الإنجليزية التي تظهر أن الخطاب التربوي في الممارسة المؤسسية يوفر معانيا وقيما وأفكارا محددة (بال، 1994)

وهذا البحث يفصل على اللغويات التطبيقية الناقدة (CALs) الذي يركز على شرح كيفية بناء أيديولوجية اللغة الإنجليزية لذاتية مدرسينها في إندونيسيا من خلال إشراك وثائق المناهج الدراسية مثل السياسات الوطنية والمناهج الدراسية وخطط الدروس والكتب الدراسية ذات الصلة. يستخدم هذا البحث مفهوم فوكول للذاتية مفهوم فينيكوك (2000) حول انتشار اللغة الإنجليزية العالمية ونهج تحليل للغة الإنجليزية فيليبسون (2000) في النظام العالمي الجديد. وجمع مصادر البيانات والبيانات من خطاب المدرس باللغة الإنجليزية والوثائق الوطنية والمحلية المكتوبة والملاحظات الميدانية. ثم يتم جمع البيانات عن طريق الملاحظة والمقابلات والتسجيل. ثم يستخدم تحليل البيانات التحليل التفسيري لاستكشاف الأفكار والسلوك وتجارب مدرسين اللغة الإنجليزية فيما يتعلق بها العالمية (هيجهام و كراكير ، 2009)

وجدت هذه الدراسة أن مواد اللغة الإنجليزية الإجبارية في مناهج المدرسة الثانوية اعتمدت مفاهيم النوع في أستراليا بما في ذلك النهج القائمة على النوع. هذا يدل على أن التوسع في اللغة الإنجليزية يميل إلى تسويقه من قبل الدائرة الداخلية الإنجليزية. كشفت هذه الدراسة أن ثلاثة من المجيبين تم تصنيفهم على أنهم احتفال استعماري وليسيزفير ليبرالية في عرض انتشار اللغة الإنجليزية في التربية مثل التعليقات حول اللغة الإنجليزية المرموقة ، ولا توجد مشاكل ، أو لهجات مشروعة (فينيكوك 2000). يتضح الفئتان المذكورتان في ذاتية كل المجيبين الذين بنيت من التاريخ التعليمي ، والخبرة الفردية ، والتطوير المهني. وفي جانب الآخر ليست كل الفئات التي اقترحها فيليبسون (2000) مملوكات من ذاتية المستجيبين مثل الإمبريالية اللغوية الإنجليزية

واللغة الإنجليزية كلغة العالمية ، واللغة الإنجليزية والمساواة في التواصل ، واللغة الإنجليزية بعد
الإمبراطورية ، واللغة الإنجليزية في المستقبل



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CHAPTER I

INTRODUCTION

This chapter covers the background of the study, research questions, objectives of the study, and researcher's subject position, significances of the study, scope and limitation of the study, definition of key terms and research method.

A. Background of the Study

The topics of the spread of English were discussed to trace its impact on expanding circle country by focusing on language, power, and ideology. Several previous studies represent a critical reflection on the account of English spread in the field of Applied Linguistics and EFL. The following research have studied the construction of English in national policy discourses (Agustien, 2014; Li, 2017; Sari & Wardani, 2018), subjectivity of university stakeholders (Anjanillah, 2019; Nabila, 2019; Wahyudi, 2018a), individuals' perspective of English in education and its influence toward globalization (Coracini, 2014; Figueiredo, 2017; J. S. Lee, 2016; Lin, 2014; Price, 2014), the status of English in multilingual context (Coleman, 2016), and English teachers' attitudes of native-speaker norms (Chan, 2017; C. Lee, 2014; Luo, 2017; Nguyen, 2017).

Aforementioned previous studies have not investigated high school English teachers' subjectivities of English ideology yet. Moreover, this research accidentally provided an in-depth understanding of English ideology

for English teachers in Indonesia and other readers from different spheres. Furthermore, researcher's motivation raised of growing interest in the global spread of English to reveal hidden English ideological stances embedded in English teachers' subjectivities. In this case, the twenty-first-century English teachers face the ideological effects of English ideology which they are living in a multilingual and multicultural context such as Indonesia which have multiple identities (Wahyudi, 2018a).

In this research, the researcher employed Pennycook's (2000) analytical approach, which contains six categories the global spread of English, there are *Colonial celebration*, *Laissez-faire liberalism*, *Language ecology*, *Language imperialism*, *Language right*, and *Post-colonial performativity* (p.107). Besides, Phillipson's (2000) five hierarchies power of English also discussed "linguistic imperialism", his theoretical framework also will be included here to enrich the data analysis: *Approaches to "world" English*, *Conceptual clarification*, *English linguistic imperialism*, *English as a global language*, *English and equality in communication*, *Post-imperial English*, *English in the future*, and *Going beyond analyses of linguistic imperialism*.

This research also used the theory of Foucault's (1997) concept of subjectivity as an additional analytical framework to explore English teachers' subjectivity alongside Pennycook and Phillipson. These three frameworks illustrated individuals' belief and knowledge about contemporary language position, which can influence their professionals and development (Foucault, 1997; Walshaw, 2007). Moreover, the central matters of subjectivity itself

deal with how individual face over qualities, multiple truths, and diverse subjectivities, which interrelated with the individuals' particular norms, roles, and subject positions (Bazzul, 2016). Bridging the subjectivity, this research deals with critical applied linguistics (CALs) since it struggles to figure out the implication of the global spread of English in multilingual English teachers through their ideology, belief, and knowledge.

Pennycook (2001) explained Critical Applied Linguistics as a critical approach to linguistics deals with language "related problem and concern" (p. 1). It aims to analyze and critique language context, then how it attempts to go beyond the "effects" of texts on what English teachers commonly believe in their knowledge of language teaching. Then, Makoni and Makoni (2012) defines the sense of "*critical*" is to understand a certain phenomenon of language that can colonize people's perspective about "power" of language, whereas "*applied linguistics*" deals with language spoken of speakers' attitude, power, identity and social relation toward their language development. As Pennycook (2001) explained:

"The interest of CALs is language analysis, how their utterances can be exercised and constructed by language policy and discourses. Nevertheless, it is not against the power, but to trace its effect to individuals' attitude and behaviour (p. 3)".

From that reason, the data in this research are utterances recorded from English teachers. It was a suitable approach in this research because it aimed to investigate and critique the social constructions of the global language position of them. The causes of monopoly social construction itself will affect individuals' mother-tongue, language rights, language minority,

multilingualism (Makoni & Makoni, 2012). Moreover, this research was classified as macro-linguistics since it could be relevant to the ideology, colonialism, global capitalism, and post-modernism in the social cultures and political relations in the language (Makoni & Makoni, 2012; Pennycook, 2001).

Makoni and Makoni (2012) pointed out that colonial language policies are the focus domain in CAL. In other words, it attempts to grasp who is “colonizer” and being “colonized” by the power structure and globalization (p. 3). As a result of language colonization, the existence of English colonized some English teachers through cultural diversity. For example, complaining student when they pronounced English in a local accent in the classroom and assumed that both American and British accent is an ideal English accent (Hsu, 2017; Wahyudi & Chusna, 2019). Another example of English colonization illustrated Iranian, and Turkish EFL teachers' attitude of language admitted more satisfied using "American accent (Monfared, 2018). Besides, those two previous studies support this study that worked on CALs orientation, which concerns on teachers' ideology and subjectivity as the interpretation of the text.

In addition, both Pennycook's (2001) concept about CALs and Foucault's work on subjectivity are interdependent in this investigation. Because Foucault inspired Pennycook's (2000) work and Foucault's (1997) works on discourse analysis focusing on Subjectivity. Thus, the researcher's interest was to examine how particular discourse played important role to

what people commonly believe in certain phenomena. I hope this study was supposed to lead English teachers to be more understanding, more critical, and open-minded, toward the global spread of English, especially in national education (Jenkins, 2015; Kirkpatrick, 2011, 2012), global position of English (Pennycook, 2000; Phillipson, 2000), individuals' subjectivity (Bazzul, 2016; Danaher et al., 2000; Foucault et al., 2017; Walshaw, 2007) with aforementioned several previous studies which is investigated in the same tensions.

B. Research Questions

From the research background, this research has three problems of the study as the following:

1. How is English language ideology constructed in the curriculum document?
2. What are the types of English language ideology shaped by English teachers?
3. How does the English language ideology construct English teachers' subjectivity?

C. Objective of the Study

Linked to the research questions above, the intention of this study is:

1. To find out how English language ideology is constructed in the curriculum document.

2. To know the types of English language ideology constructed by an English teacher in the classroom.
3. To explore how English language ideology construct English teachers' subjectivity.

D. Researcher's Subject Position

The researcher is a Javanese Moslem who grew up in a small village in the suburb Mojokerto. I finished my primary school to high school in Mojokerto. The researcher began the primary school in 2003 up to 2009. At fifth grade, I started learning English in one of the intensive English courses near my home for two years. The lesson I gained from there made me got a good grade in English class at my senior high school in 2012. I did not know whether that appreciation was good for me or not, but it made me more proud of learning English.

After that, January 2013, my parents asked me to move to the bilingual Islamic dormitory in Pacet-Mojokerto where the school was using both English and Arabic as their daily communication. I have ever participated in debate extracurricular for a month, but I did not continue it since I was very busy with religious activities. At that time, I still tried my best to improve myself to know more about English and western culture in the classroom.

I entered English department at Islamic state university on 2015. Since then I was so grateful to be able to major in English because I had familiarity with it. I liked to start chatting with foreign people with English through social media and listening to English pieces of music every day. In 2017, I took post-

2. To know the types of English language ideology constructed by an English teacher in the classroom.
3. To explore how English language ideology construct English teachers' subjectivity.

D. Researcher's Subject Position

The researcher is a Javanese Moslem who grew up in a small village in the suburb Mojokerto. I finished my primary school to high school in Mojokerto. The researcher began the primary school in 2003 up to 2009. At fifth grade, I started learning English in one of the intensive English courses near my home for two years. The lesson I gained from there made me got a good grade in English class at my senior high school in 2012. I did not know whether that appreciation was good for me or not, but it made me more proud of learning English.

After that, January 2013, my parents asked me to move to the bilingual Islamic dormitory in Pacet-Mojokerto where the school was using both English and Arabic as their daily communication. I have ever participated in debate extracurricular for a month, but I did not continue it since I was very busy with religious activities. At that time, I still tried my best to improve myself to know more about English and western culture in the classroom.

I entered English department at Islamic state university on 2015. Since then I was so grateful to be able to major in English because I had familiarity with it. I liked to start chatting with foreign people with English through social media and listening to English pieces of music every day. In 2017, I took post-

structuralism and deconstruction course. During the course, I realized that I had become a structuralist who viewed English should be in correct accent, American, British, or Australian accent. Moreover, Cultural studies course shaped me on how I should appreciate with English varieties.

To sum up, this sub-section was important to the researcher in order to know in what subjectivities the researcher before learning Post-Structuralism course. In this case, it suggested the researcher need to be careful in categorizing, interpreting, and analyzing the data in the research setting. The researcher realized that Post-Structuralism taught me how become an individual who cannot generalize other peoples' subjectivities.

E. Significances of the Study

The researcher supposed this research has contribution both theoretical and practical contribution, especially in Critical Applied Linguistics. Theoretically, this research is expected to enrich a view about language ideology of English teachers through language analysis using Pennycook's (2000) and Phillipson's (2000) as the analytical approach in English teachers' ideology and also analyzing English teachers' subjectivity proposed by Foucault (1997). Therefore, the English teachers' utterances are considered as the central discussion among curriculum discourses such as lesson plan, syllabus, and textbook (Heigham & Croker, 2009).

The practical implication from this study, this inquiry will change in what English teachers commonly believed in language dominance and also

attempting to involve their attitude toward the global spread of English in what way they will endure students' English skills. In addition, the researcher's hope for English teachers in the senior high schools can promote multilingual education in the classroom to protect our local wisdom from its extinction.

F. Scope and Limitation

Several scopes in this research covered the respondent and the focus of the study. In selecting the participants, English teachers were invited through the consent form and information sheet. Their different background of the studies, historical personalities, age, and professional experiences was eligible in taking part of this study. However, there will be only four respondents will participate in this subject. The focus of this research concentrates in exploring respondents' subjectivities in high school education.

Meanwhile, several points which consider as limitation in this study are this study does not investigate further about what kind of subjectivities which do not cover by respondents and potential arguments why the respondents do not shape specific subjectivities. Moreover, this study does not use other theories except Pennycook (2000), Phillipson (2000) and Foucault's (1997) discourse analysis focused on subjectivity.

G. Definition of the Key Terms

This research has three definitions based on the title above, those are:

1. English language ideology: Discourse of English as an International language which constructed individuals' ideas, behaviors, attitudes, knowledge, and life style in their daily life.
2. Multilingual: individual linguistic competence who can speak two or more languages for specific communication.
3. Subjectivity: a Foucault's thought to explain individual identity which constructed by particular discourses, schooling, and institutional practices.

H. Previous Studies

Some previous studies relevant with this research have discussed the effect of English in national and local policy discourses which educational curriculum system in expanding circle country (Agustien, 2014; Li, 2017; Sari & Wardani, 2018). Both Agustien (2014) and Sari and Wardani (2018) analyzed national policy regulation in Indonesia curriculum design in which the regulation claimed that the needs of English in the twenty-first century to develop non-English speaking societies' capability in order to compete in global competitiveness (e.g. technology and information development, employment). Meanwhile, Li (2017) revealed that the 2001 curriculum in Chinese high school adopted specific literacies in English that aimed to heighten the student's ability in workplace.

Other previous studies was conducted by Anjanillah (2019), Nabila (2019), and Wahyudi (2018a) about the subjectivity of education stakeholders. Wahyudi (2018a) found that the lecturer constructed specific subjectivity in argumentative writing course. The result of the study revealed how certain

discourses and practices in the a course operated to delimit thought and action for lecturer and student. The national policies in higher education illustrated the certain discourses discursively limit the range of students' views about the legitimate truth in knowledge production.

Anjanillah (2019) revealed the students' subjectivities in the university constructed multiple identities and contradictory identities in understanding the spread of English. Furthermore, she pointed out that multiple and contradictory identities were possibly shaped by several factors, such as personal histories and career, institutional practices, cultural geography, and disciplinary practices. In a similar vein, Nabila (2019) illustrated English practitioners' subjectivities in university-level also have multiple subjectivities in understanding English in global level, which was influenced by their professional background, individual histories and experiences.

A few previous researches have studied the growth of English in the ELT industry described through massive private English education outside the school to master English (Coracini, 2014; Lin, 2014). Lin (2014) revealed the existence of English private such as EF, English camp, English training etc. were useful to facilitate local society in mastering English when major English subject in the school was not enough to reduce internal pressure like the feeling of being left behind. In the same vein, Coracini (2014) investigated ten English teachers about their experiences in attending English private course. The scholar further explained a very few of respondents utilized online private course to develop his proficiency in English besides it was flexible in the time

range, online English private tended not to spend much money to afford it. Thus enthusiastic attitudes in attending English private education still become the best choice to build self-confident in gaining an individual advantage.

In addition, previous studies have discussed the influence of English in the global context (Figueiredo, 2017; J. S. Lee, 2016; Price, 2014). Lee (2016) yielded that elderly woman in Korean highlight the necessity of English to reduce their inconvenience feeling in understanding spoken and written English. Most respondents came from a lower education background, which did not understand English well attempted to support English in contemporary globalization. They were interested in learning English because of the dominant idea that English will provide valuable opportunities to advance economic power and political influence. Meanwhile, the study of Figueiredo (2017) and Price (2014) revealed that English teachers in non-speaking English country acknowledged western domination, especially English literacy, that could place students in different social position. Most of English teachers also said that English in globalization tended to become a challenge for students in sustaining global competition.

Besides, the previous study of Coleman (2016) revealed that the production of the truth of dominant discourse influenced the position of the local language in Indonesia. The status of English as media of instruction in the classroom seemed more often used than Indonesian or local language. Specifically, the time allocated for teaching the local language in primary school was reduced from eight to two hours per week. In other words, local

languages are in a precarious condition beside Indonesian and English in which it is no longer used as medium instruction at school. Thus according to Coleman, the spread of English endangers local language in primary education through education policies.

In addition, some previous studies investigated English teachers' beliefs about the appropriateness of native English norms in the non-English speaking country as part of mutual intelligibility (Chan, 2017; C. Lee, 2014; Luo, 2017; Nguyen, 2017). Chan (2017) pointed out the respondents consist of teachers. Lecturers and students tended to use local accent in speaking English in their workplace or study. Lee (2014) acknowledged his attitudes facing native-like norms. He revealed that become non-native English speaker was mix blessing when he became lecturer outside Korea. He tended to speak English more in his accent in the classroom in order to not lose his nationality.

Meanwhile, Luo (2017) found that a few English teachers' was less standard in English. The respondents considered that local accents were acceptable in English because it accepted as the result of localizing English accents. Besides, Nguyen (2017) revealed that non-native English teachers considered more suitable than native English teachers in a multilingual country because they can understand and more tolerant of students' mistakes in learning English skills.

To summarize, all the above mentioned previous studies have not discussed how English teachers construct their beliefs about English through their experiences, personal history and educational background. Thus the use

of Pennycook (2000), Phillipson (2000) and Foucault's *Subjectivity* (Walshaw, 2007) are suitable to fill the space in this topic research.

I. Research Methods

This chapter explained the methods and approach used in this present study including research design, data and data sources, research instrument, the stages of data collection and data analysis.

1. Research Design

This enquiry used qualitative research to gather the data and to use interpretive analysis to examine the results of English teachers' subjectivity in the classroom (Heigham & Croker, 2009). Creswell (2013) asserted that "interpretive analysis" arises from the researcher's perspective regarding explore and knowing the English teachers' ideas, behaviour and experiences related to the global English (p. 48). Thus, interpretive, as well as constructivism schema, will help to discover how the individuals' subjective are socially and historically shaped (Creswell, 2013; Heigham & Croker, 2009).

Meanwhile, to answer the research question, this study adopted a case study approach in which the researcher allowed to explore a single or few cases of individuals' experiences with English. According to Heigham and Croker (2009) ,case study is a qualitative approach destined by a period of time used to enlighten individuals' process, identity, time and activity through a particular process" (p. 14). In addition, this approach is also relied on available sources such as interview, observation data, document reports, and

recording data as the researcher's attention of English teachers' subjectivities in English (Hood, 2009; Zipf, 2016).

A case study research, Yang (2003) defined there were three kinds of case study, which are exploratory, explanatory and descriptive. This scholar explained the purpose of the exploratory case study is to explore the area where little is known about the case being investigated. Therefore, an exploratory case study is also suited in this research to explore English teachers' subjectivities in teaching English as a foreign language.

The researcher conducted participant observation during a classroom activity to understand English teachers' subjectivity closely while joining directly with the English teachers (Heigham & Croker, 2009). Furthermore, a classroom observation is useful to avoid misinterpretation field notes regarding English teachers' are normally improvised their behaviour in teaching activity (Kawulich, 2005)

2. Data and Data Source

The data were collected in two forms. The primary data are spoken utterances of participants in the form of data transcriptions, and the secondary data are in the written text from curriculum documents. The main sources enabled the researcher to answer the RQ 2 in the sense of identifying language ideology in English teachers, and major sources were useful to answer RQ 1, 3 and to investigate English teachers' subjectivities as the product of disciplinary

practices of curriculum policymakers (e.g. school institution, the government of education).

The data sources were fulfilled with one male and two female English teachers in senior high school who joined this research as respondents. Regardless of the age of participants, graduates, and the level of education from a random selection is considered as a variation of the data used in gathering information from respondents. Furthermore, I asked them about their age and the length of their teaching in English to make sure that they can be potential respondents who gave me much information to answer my research's objectives. The limitation on the number of respondent participation aimed to concentrate on personals' behaviour in detail and rich analysis, not the quantity of the respondents (Heigham & Croker, 2009). Therefore, the selection of male and female respondent seemed to be relevant to Connell (2007) stated that gender-equivalence symbolized "democracy" (cited in Wahyudi, 2018, p. 89).

3. Research Instrument

The instruments used to collect data were participant observation, interview guidance, consent form, information sheet, field notes, videotaped, and audio recorder, which produced the primary data. These instruments have passed the researcher's consideration to get accurate information and to avoid participants' misinterpretation in understanding the aspect that the researcher wants to achieve.

The researcher as the main tool of this research conducted participant observation as the process of "watching and listening" directly English teachers' interaction with their students where the data took place (Kumar, 2014). To do so, participate in their learning activities in the classroom allowed the researcher to observe respondents' subjectivities without giving any information to the students formerly that I came and joined their English class.

Then, interview question guidance was used to read the questions by the researcher and answered by respondents. A loose list of questions contained twelve questions, which are directly associated with the theoretical frameworks then linked as the reflection to the research objectives. These questions also covered English teachers' educational experiences, personal background, and work histories, which related to English. The process of the researcher when delivering the question could be very flexible to follow up respondents' answer as long as it does not disrupt participants' privacy and they still minded with the issue is being explored.

Information sheet contained the researcher's proposal briefly including the background of the study, data collections, time needed, research approaches and research questions that must be understood by proposed respondents at the time of the researcher first visited at school. This form also contained what advantages and disadvantages the participants would get after the study was done, anonymity when the data were analyzed also required and did not provide any incentives. Whereas, a letter of approval would be sought

if participants voluntarily agreed to participate in this research and to ensure they do not feel squeezed.

In addition, Electronic devices such as audiotaped to record interview session and audio recorder to record classroom observation supported the process of collecting the data. When the process of recording the interactions in the classroom took place, perhaps some interactions may be missed. Hence, there was always such that obstacle might arise in the field. Therefore, observation field note was targeted to minimize the possibility of misinterpretation due to incomplete recordings.

4. Data Collection

After an English teacher signed the informed consent, the researcher immediately determined the day and time for conducting classroom observation once. This situation can also change and it relied on English teachers' conditions, if they want to carry out the interview first, then the classroom observation would be done afterwards if possible and vice versa. The electronic tools for recording the learning activity were Sony DSC-W810 and Xiaomi Redmi Note 4. The process of recording the activity was used to decide whether the videos or observational field notes obtained have fulfilled the data or not.

The next step, the respondents were interviewed twice, which divided into a semi-structured interview and follow up interview with open-ended answers using Xiaomi Redmi Note 4 recorder. This type of interview is "effective to open up the explicit answer" (Heigham & Croker, 2009, p. 186).

The interview questions delivered in English and the length of its session within forty-five minutes to one hour. Hence, all the respondents must answer twelve questions because it would influence the quality of the information gathered by the researcher, which requires a stimulated recall or not. In this case, personal interviews were done in Indonesian to build comfortable conversation, and they were able to express their understanding, then the Indonesian utterances would be transcribed into English. A stimulated recall interview was conducted after the researcher transcribed data from the first interview or class observation. If the sentences or situation was unclear, then this type of interview can be done by telephone or face to face to ask any sentences, which need to be clarified.

The last step is giving symbols and coding the data transcriptions. Transcribing interview data and classroom observation would be transcribed by discourse transcription, including such as overlapping, stressing statement, stuttering, sound-stretching, cutting off words, and pausing (Richard, 2009). This step also would give anonym label to each of the participants. After this step was done, the result of the transcript would be sent to respondents' email for the sake of clarity and validity.

5. Data Analysis

The data analysis had been done by the researcher thorough the following steps. First, the researcher read the policy documents. Then, the researcher marked words, phrases, or sentences in the document, which related

to the construction of English. Second, the researcher read the transcript data and watched the video recording in the classroom several times to keep the reliability and accuracy. This stage included the data from follow up interview and classroom observation, which was done by the research based on certain period of time.

After that, the researcher then marked the utterances that suited with the data needed. Fourth, identifying and classifying along with the analytical framework, which indicates six types of language ideology based on Pennycook (2000) concept of global language politics and seven categories of linguistic imperialism according to Phillipson (2000). The next step was applying Foucault's concept of Subjectivity, the respondents' spoken data will be compared with written data (policy documents) to explore how it may influence their subjectivities (Ball, 1994).

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discussed the history and development of English in Indonesia and the possible relationship with relevant theories used in this research. The present section also may contribute to explain English teachers' subjectivity toward English ideology.

A. History of English Language Teaching (ELT) in Indonesia

English entered in Indonesia around the 1990s when Dutch colonized Indonesia. At that time, indigenous people who have connected well were allowed by Dutch to accept English in the classroom, including local person (Wahyudi, 2018a; Yumarnamto, 2017). As Allan (2008) explained that when independence day was declared on 17 August 1945, English was selected as the foreign language for the compulsory subject in 1945 curriculum rather than Dutch (p. 10). Dardjowidjojo claimed that the Dutch did not give a significant effect like English did (cited in Wahyudi, 2018). There have been sequences of curriculum development in Indonesia since 1945 up to now in the higher schools (Wahyudi, 2018a, p. 5) as in the following:

Table 1.1

List of curricula implemented in Indonesia

Year	Teaching Approach	Name of Curriculum
1945	Grammar rules as the priority	1945 Curriculum

1968	Oral approach	1968 Curriculum
1975	Audio-lingual	1975 Curriculum
1984	Communicative	1984 Curriculum
1994	Communicative	Meaning-Based Curriculum
2004-2005	Communicative	Competency-Based Curriculum
2006-2012	Communicative	School-Based Curriculum
2013-now	Productive, creative and innovative (Alhamuddin, 2015).	Scientific

(adapted from different sources : (Abdullah, 2007; Alhamuddin, 2015; Lie, 2007; Mistar, 2005; Wahyudi, 2018a)

In the 1945 curriculum, the teaching approach was GTM (Grammar Translation Method), using British in their textbooks (Lie, 2007, p. 4). At that time, English learning was taught based on the grammar rule and vocabulary which are more emphasized on the reading, listening, speaking and writing receptive skills with native speakers norms (Wahyudi, 2018a, p. 6). Moreover, this curriculum persists Dutch ELT method due to still there was no new policy after independence day beside Indonesian was proclaimed as the national language (Alhamuddin, 2015). However, maintaining a good attitude, having a nationality, and being sociable are expected outputs from this curriculum implementation.

Mistar (2005) discussed that in the 1954 *PGSLP* and *PGSLA* (*Pendidikan Guru Sekolah Lanjutan Pertama/Atas*) began to train the “non-certified teacher to certified teacher” (p. 73). Since that, the major of *TEFL* (Teaching Language as Foreign Language) increase in some regions over Indonesia include send-off 50 new students per year to persist M.A. and the Ph.D. degree in U.S. A for two years (Lie, 2007). Besides, a training institute made two series textbooks for *SLTP* (written in 1958-1962) while *SLTA* (written between 1968-1972), these two workbooks were recognized as the beginning of the 1968 and 1975 curriculum as known as the oral approach period which is highly influenced by combining audio-lingual with four targeted language skills as well as speaking, reading, listening and writing (Dardjowidjojo, 2000). In addition, from a standardized curriculum in 1975, it was updated to the 1984 and 1994 curriculum (Mistar, 2005).

Alhamuddin (2015) explained that *Student Active Learning (SAL)* with communicative approach system started in 1984 curriculum, but GTM is still used by some schools to adjust the English teachers' capability. Similarly, Lie (2007) reveals that the communicative approach just slogan, and it did not equip comprehensible teaching procedure (p. 6). In fact, the 1994 curriculum incorrectly implemented because language skills such as pronunciation and spelling are taught only to support language proficiency, not to grasp the language elements specifically (Mistar, 2005, p. 75). Moreover, in 1973, Teachers of English as a Foreign Language in Indonesia (TEFLIN) forum held several seminars and conferences to persuade English teachers to be more

familiar with Language Teaching (*ELT*) and develops English teachers' competence. This program seems beneficial to facilitate English teachers who are not master in the curriculum yet.

The content-based curriculum in 2004 emphasized in speaking and writing skill. The implementation of the cultural understanding and nature of language have been applied in this curriculum (Wahyudi, 2018a). It is comparing with the 2006 curriculum, which is used *School-Based Curriculum*. It was developed by the individual educational institutions based on the Ministry of Education policy, *School-Based Curriculum* (or KTSP) is considered can lead the students and the teachers to engage their local culture (Lie, 2007). The first time the 2006 curriculum was implemented by the ministry of education, some schools do not employ this curriculum due to the teachers did not get adequate training (Alhamuddin, 2015). In contrast, the 2013 curriculum proposed five learning cycles called "scientific approach" which are: "(1) observing, (2) questioning, (3) exploring/experimenting, (4) associating, and (5) communicating (Abdullah, 2007).

The growth of the curriculum pathways of English subject from 1945 to 2013 in Indonesia also has a significant influence on how English is marketed in terms of accent norms, grammar constructions, and teaching methods which as the result of western discourse. By those opinions, the researcher engages this inquiry to investigate how a certainly implemented curriculum has influenced their subjectivity in seeing English spread.

B. English as Language Ideology

Historically, in the beginning, the 1980s onward many scholars represent English into several terms such as *Englishes*, *New Englishes*, *World Englishes* were introduced by Braj Kachru, Larry Smith and many other scholars' works (Bolton, 2012, p. 14; Jenkins, 2015). Then, I found several scholars using other terms in global English studies such as global Englishes (Rose & Galloway, 2017; Sung, 2015), the global spread of English (Pennycook, 2000), Englishization (Phillipson, 2000), Asian Englishes (Fang, 2018; B. B. Kachru, 2009). Many scholars to illustrate how powerful English, which can dominate the structure of power, culture and knowledge use those terms.

The spread of English worldwide seems to be both seen and universally marketed in positioning English as an international language, especially in language education, which will have an impact on the prevailing values, beliefs, behaviours. The promoting of English in expanding circle like in Indonesian national education, for instance, may also adjust western discourse in the immaterial and material product in order to reach targeted language (Lin 2012). The material product consists of a textbook, national, and local policy documents, language teaching method, while immaterial product consists of individual ideological assumption in viewing dominant language Ball (1994). Besides, the common adoption of western discourse such as native-norms and cultures are bound to objective, target, and condition, which to represent the global spread of dominant language in social practices.

C. Multilingual Subject and Multicultural Context of Indonesia

Multilingual term used to be called bilingual which have the same meaning that individuals who speak more than one language (Halim, 1971), or refers to the someone ability to use of two or more codes (registers, dialects, or other language varieties) for other purposes of communication in everyday life (Cohn & Ravindranath, 2014; Kramsch, 2006). Multilingual in Indonesian has been discussed by Zein (2019) and Halim (1971). Both of them demonstrated multilingual described in Indonesia as a diverse country that has many cultures, religions, and identities. Genuinely, Multilingual and multicultural in Indonesia are inseparable, we know that Indonesia has more than 700 languages spread out over 33 provinces comparing to the one language which is widely spoken around the world, even it is recognized as “lingua franca”. Meanwhile, one of the results of *multicultural* is the diversity of religions, including *Hinduism, Islam, Buddhism, Christianity, Confucianism*, etc., around 633 indigenous ethnic groups such as *Dayak, Mentawai, Asmat, Dani, Toraja*, etc. Those religious and ethnics diversity can establish English teachers’ view toward global language from a particular culture and language (Badan Pusat Statistik, 2015).

From those phenomena, it seems that culture and language become untied component to decide an individual's life, education, and career choice (Milambiling, 2011). Thus, it is necessary to be discussed multilingual context, especially in the education setting, since the fact that the English

teachers in Indonesia come from diverse cultures, and they speak many languages. Besides, they may have many different goals in language teaching based on their particular background studies. It will lead us to know how they respond about global language, how they adapt to post-colonial realities, and how far they improve their learning process through the language policy (García, 2008).

D. Foucault's Discourse Analysis of Subjectivity

The notion of Foucauldian discourse analysis is aimed to understand the production of truth and knowledge (Ball, 1994). Besides, Walshaw (2007) explained that discourse not only as meaning production but also it formed object and place individual differently based on specific categories which constructed them through what it meant to be "normal" or others. The various meanings and truths in particular discourse may be perceived that it created individuals' understanding in English worldwide.

Ball (1994) further stated that discourse usually did not tell the individual to do something, but it created a circumstance that organized people how they should do with that discourse. Discourse can be analyzed in three forms, written and spoken form, and social practices (Walshaw, 2007). Thus this kind of concept is useful for analyzing education policy educations as a discourse and also it is needed for investigating English teachers' subjectivity.

1. Subjectivity

Referring to Bazzul (2016), Foucault defined subjectivity as individuals' experiences, feelings, beliefs, perspectives, and knowledge. According to

Foucault, the subjectivity formed from the power of "knowledge", which seems taken for granted and exercised within social construction. He said "power is the same in everywhere" means he believed that the relations of power as our part of individual and public which always tie us all together. It operates at a macro level of practice such as school and lower level, such as teacher/student relationship in the classroom. Those power and hegemony construct a discourse which allows individual may be "subjected, exercised, reformed and developed" by social order (Grant, 1993 p. 6). Since subjectivity can change personal's point of view of English anytime, this order can make people as faithful workers in this research.

Subjectivity forms human beings as the subject, which is a process of delivering teachers' thought that makes them express their feelings through the learning process. Then, English teachers' attitude, cultural setting, and educational background can make them have different subjectivity that embedded through ideology, for example, an English teacher who liked American accent because the word is easy to pronoun and easy listening. In this case, there are always social practices, which allow individual considered an English variety was the legitimate accent and neglected other forms of English varieties. Hence, subjectivity could be constructed through some individual processes such as professional background, histories, experiences, and environment. At least, how exploitive and oppressive dominant discourse in which can influence individuals' subjectivity can be investigated (Bazzul, 2016).

By focusing on Foucault's (1997) discourse analysis, which focused on subjectivity, teachers' subjectivity somehow it can be contradictory between their opinion and their behaviour in the classroom. However, changing subjectivity is acceptable (Devine, 2007). The role of the teachers themselves has a fundamental role in shaping their student in contemporary education through discourses (Raaper, 2016; Walshaw, 2007). Besides, it is very useful to explain the way language teachers subjected through their ideologies among their experiences encounter with English (Kelly, 2013).

E. Pennycook's: English in the global position

1. Colonial celebration

Colonial-celebration is a traditional point of view of an individual who says that English is superior to other languages, especially as a communication tool or a foreign language. Pennycook (2000) pointed out *colonial* and *celebration*, which embedded with traditional view illustrated there was a relationship with colonial histories toward the spread of glorifying English. Moreover, the geographical range of English's speaker made English was a marvellous language, which represented as precise, subtle, and vivid.

Further, through this category, the ideological effect of English can be found in the individual's subjectivities toward English both intrinsic (nature of language) and extrinsic quality (a function of language). Further, this category brought all advantages such as culture, knowledge, wealth, and happiness, which bounded together to promote the more substantial benefit of English in the globe (Pennycook, 2000, p. 109).

2. Laissez-faire liberalism

Laissez-faire Liberalism is a point of view which individual considers the emergence of English as a neutral, natural and advantageous. *Liberalism* symbolized individual freedom of choice of what they like to do with English and used other languages for their own purposes (Pennycook, 2000). Moreover, Crystal (1997) explained his complementary support for the global spread of English between two valuable positions, as international intelligibility and historical identity which embedded through socioeconomic, market forces, and knowledge implicated with English. Besides, this position might offer simplistic thought, which English only used for international purposes, while local languages used only for local purposes (Pennycook, 2000).

3. Language ecology

Language ecology is a point of view that English brings insecure effect to other languages. In practical terms, this category means promoting language protection in which many local languages are starting to lose their native speakers or potentially endangered. Crystal (2000) defined the phrase "potentially endangered" as a language, which has a disadvantage position socially and economically (p. 21). Pennycook (2000) further said that this category represents individuals who consider English endangers other local languages. In other words, it reflects on how one's perspective of English or linguistic diversity; if they assume a language has a political issue, then this category will be interpreted English has a politic position. However, this category also focuses not only on individuals who suggest promoting language

protection but also on how they understand the natural ecologies of languages, which may disrupt other languages and their uses.

4. Language imperialism

Language Imperialism referred to expansion and domination of hegemony English (Pennycook, 2000). Pennycook (2000) and Phillipson (2000) used this category to relate English and McDonaldization phenomena nowadays. In other words, McDonaldization in Pennycook (2000) illustrated English as a symbol of global capitalism, where economic, business, institutional practices, politics, communication, and transportation has been used dominant language for exchanging information. Thus, English maintained linguistic hegemony due to this status also has an advantageous position for U.K. and U.S. as Inner Circle countries to expand their product through English such as fashion brand (e.g. NIKE, Gucci, Chanel, etc.), western restaurant (e.g. KFC, Starbucks, Domino's Pizza, etc.).

In this thesis, I want to investigate respondents' perspective toward the development of a western brand. In further exploration, this category would represent the individual's subjectivity, which they considered western brand and product could endanger other local cultures in Indonesia.

5. Language Rights

Language rights is a point of view that means individual rights to protect local languages among the hegemony of language (Pennycook, 2000). Pennycook (2000) defined that language rights have a similar meaning as language ecology. That is, individual perspective must be able to form the

balance ecology of language between English and other languages. If language ecology perspective means the spread of English can be able to threaten language diversity, then in a language rights perspective, it will cause enormous power where they have potent arguments that to support language diversity. He also emphasized that powerful argument refers to linguistic human rights, where an individual is guaranteed to have their own notion on how they will support the diversity of the language as human rights. Thus, in this thesis, I want to investigate the respondents who explained that the dominance of English causes other minority languages should be learned and preserved from its extinct. In other words, linguistic rights attempted to support other languages in the face of the threat posed by English (Pennycook, 2000).

6. Post-colonial performativity

This notion deals with how individuals support hybridization of language between local and global relationships (Pennycook, 2000). "Local" means that individuals know other dominant languages have endangered the position of the local language (Lauder, 2008). In this case, individuals know that English is an important language to learn in terms of intercultural purposes. However, they are not trying to neglect their national and local language varieties, which deal with "national pride" (Lauder, 2008, p. 14).

Based on the theory explained, this category actually will demonstrate an individual's subjectivity who understood literary theories about how subjectivity has been taken over through knowledge, culture, and language. Besides, for those who did not learn cultural studies possibly illustrated this

category since there was a resonance in respondents' perspective that support both local and global hegemony of English.

F. Phillipson's: English in the new world order

1. Approaches to "world" English

Phillipson (2000) defined the "world" to illustrate the history of dominance and the inequalities of English as an international language. In other words, this concept explained the biased process of language hierarchy of what was being called as a legitimate and illegitimate notion of English like considering the standard language used in representing globalization. Moreover, the role of English as language expanded in societal reproduction partly created cultural politics of English between people of the world and their cultures, which there was colonial relation policed by the western nation. Thus this category was an open-minded model, which represent an individual's subjectivity could explain linguistic ecology between English and other languages.

2. Conceptual clarification

This model suggested the process of decolonizing individual's thought by critically evaluating our mind of English concept including what does "world language" refers to?, to what extent English could be called as a language for international communication?, and why a particular term like "global English" raised?. In this case, this model highly represents individual's subjectivity, which has experience in reframing their mind in viewing and reflecting themselves toward the global spread of English and how they are

related to each other (Phillipson, 2000). This concept probably served to underpin hierarchical linguistic order.

3. English linguistic imperialism

This category explained interrelationship English with big business and elites such as World Bank, International Monetary Fund, world policy organizations etc. which used English for offering service and communication (Phillipson, 2000). In this case, *English linguistic imperialism* defined as the concept of analyzing English in case how it can dominate other cultures through education, communication and, dominant culture (Phillipson, 1992). The terms of "imperialism" according to Phillipson is focused on immaterial and material properties such as ideology, structure, and practice, which can produce unequal power and discourse and control individual's perspective into English, while material products such as written and spoken discourses. Thus, in this thesis, this category attempted to investigate individuals' subjectivity who considered western products in education such as TOEFL, IELTS, TOEIC, etc. brought particular influences in their career.

For instance, Phillipson (2016) broke down *Linguistic imperialism* into several categories:

- *Linguicism* (favouring one language to privilege standard forms of dominant language)
- *Structural* (dominant language embedded in material resources than other languages)

- *Ideological* (beliefs and attitudes which represented glorify the dominant language. thus caused linguistic hierarchy)
- *Hegemonic* (internalized and naturalized what considered "normal")
- *Structure of imperialism* (a system interlocked with culture, education, communication, economy, politics, and media)
- *Exploitation* (inequality and injustice to be able to use dominant language)
- *Unequal rights* (the existence of dominant language grabbed speakers' interest of different language)
- *Supply and demand* (there was always pull and push factors)
- *Contested and resisted* (offered different challenge as a site of struggle over dominant language)
- *Subtractive* (proficiency of learning the dominant language in education involved global consumer of other languages) (p. 43-44).

4. English as a global language

English as a global language is a view that explained English seems an unproblematic issue, which gives many benefits in global and local purposes (Phillipson, 2000). The term "global" here means English has been chosen as a symbol of exchanging information in international targets. The second point is "global" which can be interpreted that the use of English has been influenced in many media such as in newspapers, entertainment, television, or international organizations (Coleman, 2016). Bunce, Phillipson, Rapatahana & Tupas (2016) explained that English could be symbolized as progress, modernity, and

consumerism. English labelled as a progress, which constituted with technology and science, as a symbol of modernity, which has significant pillar to encourage individual's interests in learning English for their better career, and as symbol of consumerism, which constituted through western's product label and brand, for example, Baskin Robbins, Rolex, Balenciaga, KFC, Pizza Hut etc.

Crystal continued that "global" term could also be interpreted as globalization, which has a strong power to control the development of technology, culture, and trend to effectuate the expansion of English (Crystal, 2003). From those different senses of "global", this notion would represent individual's subjectivity in which their perspective indicated English considered as a global language because it described as a symbol of progress, modernity, and consumerism (Phillipson, 2000).

5. English and equality in communication

This category emphasized in considering standard English in which native-speaker norms should not be a correct performance model (Phillipson, 2000). Furthermore, Phillipson persisted that the notion of native-speaker norms as authoritative norms regarded to contribute to inequality hierarchy of other languages. In such case, Phillipson (2000) experienced himself attended conferences where he found an audience came from multilingual country spoke English like American accent. Referring to that, native-speaker competence was not necessary to create equal linguistic ecology.

Besides, the use of native-speaker norms will cause the individual to neglect other norms. Thus, the presence of this hierarchy process

subconsciously served expansion purposes (Phillipson, 2000). This category would be related in this study if the respondents explained their subjectivities, which she/he attempted to appreciate English varieties.

6. Post-imperial English

Post-imperial English defined as a concept, which there were relationship among language(s), economic, social, and political indicators. This also suggests individuals have different responses toward the effect of the global spread of English to promote healthier language ecology locally and globally (Phillipson, 2000). This subjectivity tends not to be the ideal type for an individual's subjectivity but rather suggest grasping the traditional sense of foreign rule and its exploitation. Besides, key sectors such as media, education, and higher education should propose multilingualism to protect the minority of the local language (Phillipson, 2000).

7. English in the future

English in the future category was likely to represent how English in future world development (Phillipson, 2000). This category enabled individual subjectivity to be aware of language in the workplace in the coming century, new technologies in media and education, youth consumerism culture, and internet may influence the existence of English. Those scenario planning to understand global trends perhaps will cause native-speaker norm may decrease its charm. This category also demonstrated which language will against English in the upcoming century, what aspect will influence language choice in new forms of communication.

This category would be related in this study in terms of individual's explanation toward the dominance of English in upcoming century whether still encourage individual's interest, or there would be other languages which replace English as "dominant" language.

8. Going beyond analyses of linguistic imperialism

This category supported the promotion of multilingualism in the education system (Phillipson, 2000). The function of language policy in every education level could and should play an essential role in such that transition from multilingual aims and means to build local resources. This category also encouraged in protecting minority language as well as local language to provide counter-balanced to linguistic ecology. Thus, this category will be related to this study in favour of an individual's behaviour, which upholds multilingualism sources in the classroom practices.

CHAPTER III

FINDINGS AND DISCUSSIONS

This chapter consisted of findings and discussions that explained the data collected from the field. The part of "findings" answered the research questions from the field note and relates them to the theory used, while "discussion" explored the findings and discusses with previous studies.

A. FINDINGS

This section was divided into three part of analysis. First, national documents consisted of any regulations, which related to the construction of English from the Ministry of Education and Culture. Second, local documents consisted of syllabus and lesson plans. Third, English teachers' subjectivities, which could be constructed by professional histories, individual experience, and social practices.

Table 1. Respondents' Education background Information

English Teachers' Anonym	Formal Education	Informal education	The length of teaching English	Related Hobbies
1. MLL (female)	- Elementary school (1972-1978) - Junior high school (1979-1982) - Senior high school (1982-1985) - Undergraduate majors at university : - Economy education department (1990-	-	2004-now	Traveling to local tourism in Indonesia, Listening to Java songs

	1994) - History education department (2000-2002) - English education department (2000-2003) - Post graduated majors at university : - English education department (2016-2019)			
2. AAL (female)	- Elementary school (1992-1998) - Junior high school (1998-2001) - Senior high school (2001-2004) - Undergraduate major at university : - English letters and department (2004-2008)	- Conversation course in LIA, Malang - TOEFL preparation course in LIA, Malang	2008-now	Updating fashion, listening to western music
3. AMM (male)	- Elementary school (1982-1988) - Junior high school (1988-1991) - Senior high school (1991-1994) - Undergraduate major at university : - English education department (1994-1998) - Post graduated majors at university : - English education department (2007-2009)	-	1998-now	Playing football, Reading a book, watching western movies, listening to western musics

Based on the interview process, the education information of three respondents was helpful to reveal their subjectivities of English. In this case, Foucault (1997) pointed out that individual' subjectivities constituted through

different discourses such as institutional practices as well as education. Thus, the table 1 above illustrates that respondents' different background indicated that institutional practice might influence their subjectivity of English.

1. The Construction of English in National Policy and Local Documents

This section aimed to see how subjectivity and ideology of English teachers toward the existence of English in contemporary Indonesia are constructed by national education policies and related curriculum documents. The analysis of curriculum and policy documents here would be examined by employing Foucauldian Discourse Analysis (FDA) to investigate the "relationship of power, which constitutes through some truths and knowledge" (Ball, 1994, p. 21). The documents examined in this study, including the Regulations of Minister of National Education of Republic Indonesia for Basic and High Education (national policies) and related educational policies. For local reports, the researcher investigated English teachers' syllabus, workbook, and lesson plans.

1.1. The Analysis of National Policy Documents

Curriculum in education was developed by referring to the National Education Standards (SNP) that contained standard competencies, including material competencies and subject competencies that must be fulfilled by students. The government, in this case, the Indonesian Ministry of National Education and Culture is obliged to set minimum standards from the education unit. The policy addressed to the teachers and lecturers are regulated in the

Constitution of Republic Indonesia no. 14 year 2005 about teachers and lecturers:

"The teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education and secondary education".(article 1.1)

The underlined word "educator" literally means to educate. Meanwhile, the words such as *"educating, teaching, guiding, directing, training, assessing, and evaluating"* defined as the teacher's subject position as a subject who has social control to form social control of the student. It also suggests that the teacher should be able to "educate" the student not only in the school environment but also in the social setting (Walshaw, 2007). Walshaw (2007) further explained that the policymakers seem to enlarge the status of education particularly the teachers to operate the students' social processes through some discourses such as national and local policies, which can permit them to do so.

In a similar vein, the policymakers seemed to posit the teacher and the learner differently in certain discourses. It is explicitly stated in the following statute:

"The position of teachers and lecturers as professional staff aims to implement the national education system and achieve the goals of national education, that is developing the potential of students to become human beings who believe in God Almighty, having good character, healthy, knowledgeable, skilful, creative, independent, as well as being democratic and responsible citizens".(The Constitution of Republic Indonesia no 14, 2005 about the teachers and lectures, Chap. 2 Article 6)

In this national laws, the policymakers tended to emphasize the function of the teacher to construct the student to be able to *"faithful to the God, having good character, knowledgeable, skilful, creative, independent, as well as being*

democratic and responsible citizens". These keywords implied that discourse has the "effect of producing truth" because it happens as the outcomes from classroom activity, which can affect the students' social fields (Walshaw, 2007, p. 42). In other words, policymakers suggest teachers as the main subject of what they might have to do in the learning process and carry out such practices to discipline and produce students as specific entities. Thus, the excerpt above seemed to represent policy as text in which education policies bring structure, which could take into people's perception and experiences (Ball, 1994)

English ideology also was constructed in Law no 2/1989, which the objectives of the national education system are:

- Firstly, to establish a high-quality and self-reliant human being whose values are based on *Pancasila* (emphasizes on State ideology, spelt out in the five basic principles of the Republic of Indonesia: belief in one God; just and civilized humanity, including tolerance to all people; unity of Indonesia; democracy led by wisdom of deliberation among representatives of the people; and social justice for all)
- Secondly, to support the Indonesian society, people and state. In the broad context of social and national development, the aim of education is, on the one hand, to keep and maintain Indonesia's cultural background and, on the other, to generate the knowledge, skills and scientific progress that will keep

the nation abreast in the twenty-first century. (*UNESCO IBE - World Data on Education, 6th edition—Indonesia, n.d.*)

It was clearly stated that the role of the national education system in order to enhance national development of Indonesia. The words such as "support, generate, scientific, twenty-first century" was emphasized on the outcome of education can yield individual as a subject (Walshaw, 2007). In order to face the global economy and challenges, policy author emphasized the word "skills", which perhaps refer to specific ability to master information and technology development. It means that the importance of "English" perhaps explicitly demonstrated there where it bounded with "scientific progress", which linked to the global economy (Bunce et al., 2016a). Thus for an expanding country like Indonesia, English is strongly needed for Indonesian's economic development since it linked with industry and technology development.

1.2. The construction of English in Curriculum documents

This chapter covered syllabus and English teachers' lesson plans to analyze the construction of English in the curriculum documents.

1.2.1. Syllabus

The relationship between syllabus and English teacher was that subjectivity might be constituted from different kinds of cultural and institutional practices (Ball, 1994). Thus through the certain product of discourses and practices such as syllabus, lesson plan, and textbook, it might be

possible to understand in what way English teachers became subjected (Walshaw, 2007). Hence, subjectivity can be marketed, constructed, and changed through different form and direction.

The 2013 EFL curriculum Indonesia is the continuation from the 2006 curriculum. In this curriculum, the teacher pointed as a facilitator who creates fun learning in the classroom (Sari & Wardani, 2018). On the one hand, the 2013 curriculum in high school education was more emphasized on student-centred to develop their communicative skills, both written and spoken. Generally, the 2013 curriculum in national education aims to:

"The goal of the 2013 curriculum is to prepare Indonesians to have life skills as individuals and citizens who are pious, productive, creative, and innovative, and are able to contribute to society, nation, and world civilization"(the Constitution of Ministry of Education and Culture of Republic Indonesia No 36 year 2018 about 2013 Curriculum in Senior High School education)

The remarked word "contribute" might refer to the individual's capability in joining the national and international competition (Phillipson, 2017). Meanwhile, three words "society, nation, and world civilization" deals with social enhancement to reinforce Indonesian people in national and international competitiveness. The excerpt above also may portray the global spread of English, which can affect teacher and students' lives and the way of doing things.

The recent curriculum implemented as well as 2013 curriculum, has been revised for achieving the goals of national education through standard competence of qualification passing skills (*Standard Kompetensi Lulusan*):

attitudes, knowledge and skills. Additionally, the aim of standard passing skills is preparing the student in the future generation. At the beginning of 2013 curriculum syllabus provided by the Ministry of Education and Culture (2017), there was a rationale course, which defines as justifications, reasons, and intentions of the course development. In the course development, the course rationale is a necessary point to justify the whole point of the course, such as beliefs, values, and goals orientation (Sari & Wardani, 2018).

At rationale section of the syllabus, the students in high school are supposed to increase their language competence in various texts:

"The teaching of English language in secondary high school still focuses on increasing the competency of students to be able to use the language to achieve communication goals such as in their personal life, social and culture, education and profession through various contexts both written or oral texts. It is the continuation material development from Junior high school"(Rationale course of 2013 curriculum, 2nd paragraph, Syllabus Model of Material Subject of Senior High School, adopted from the Ministry of Education and Culture, 2017)

The sentence "increasing the competency of students to be able to use the language to achieve communication goals through various contexts both written or oral texts" may imply that English as language competence in which to foster students' communicative skills through three different kinds of texts: interpersonal, transactional, and functional (Sari & Wardani, 2018). The sentence "It is the continuation material development from Junior high school" also referred to the application of the previous curriculum model. That is, the 2004 curriculum, 2006 curriculum and 2013 curriculum are still using communicative skills as suggested by *Competency-Based curriculum* as well as *Genre Based Approach* (Agustien, 2014).

The central differences between those curriculums are the 2004 and 2006 curriculum were focused on promoting students' four skill. Meanwhile, in the curriculum 2013, the standard of graduate competence aimed to maintain four *Core Competencies: Agama, Sosial, Pengetahuan, dan Keterampilan*, meaning "religious, social, knowledge and knowledge application" (Ministry of Education and Culture, 2014). It may imply that specific decisions have been made by the Ministry as policymakers regarding what circumstances that will influence the way English teachers' subjectivities in terms of the teaching process. Additionally, *Core Competence* (coded for KI; Kompetensi Inti) perhaps enacted policy text not only to "position, locate, and define" but also to regulate the teachers to encourage student for achieving the standard (Walshaw, 2007 p. 46).

The contextualization of *Genre Based Learning (GBL)* declared at the rationale course in the 2013 curriculum syllabus:

"Related to the text genre, for example, descriptive text, students who live in tourist areas need to be directed to learn to describe and promote the natural environment, tourist attractions, special foods, local produce and crafts. Text for passive voice learning is directed to describe the results of local crafts. Text report can be used to learn to make encyclopedia flora and fauna around the environment". (Rationale course of 2013 curriculum, 3rd paragraph, Syllabus Model of Material Subject of Senior High School, 2017)

The stressed sentence of "descriptive text" and "report text" might emphasize that the certain genres of text such as descriptive, report text, etc. have accommodated student needs to develop their ability to communicate both spoken and written language (Agustien, 2014). Similarly, Chistie and Martin

(2000) pointed out that Australian educational linguistics defined *genre* related to social processes in a certainly given culture their lives. Moreover, some previous studies such as Agustien (2014), Nurlalelawati and Novianti (2017), and Kartika-Ningsih and Gunawan (2019) proved that English 2013 curriculum in Indonesia senior high schools adopted GBA from Australian genre, which they used various level of the *genret* texts as part of a model of language use in a social context.

However, the researcher did not find any scholars of Australian genre studies in three English teachers' reference book, which to prove that GBA in the 2013 curriculum adopted Australian schools system, but it does not mean that it did not exist. The researcher then downloaded another version of English textbook at official website of Ministry of Education and Culture in order to check whether there were some scholars of genre studies in textbook's citation or not. Surprisingly, the English textbook's reviewers such as Dr. Helena Agustien, Prof. Emi Emillia, Prof. Widiati Utami graduated from universities in Australia.

Aforementioned English textbook's reviewers have discussed Genre-based approach in their works such as Dr. Helena Agustien (Genre-based approach and the 2004 English curriculum, The 2013 English curriculum: the paradigm, interpretation and implementation), Prof. Emi Emillia (A Genre-based approach: A Guide for teachers Factual genres. Learning to read, to write, and to talk about information, Introducing functional grammar), and Prof. Utami Widiati (Integrating Environmental Education into a Genre-Based

EFL Writing Class). Those articles inferred that the author understood about the use of English 2013 curriculum in senior high schools adopted Australian genre studies. Furthermore, their works' references mostly used Halliday, Jim Martin, Frances Christie, Derewianka, and Susan Feez as the main citations to write that articles.

The fact that GBA was developed by Jim Martin, Frances Christie, Susan Fees etc. in Australia indicated that the reviewers' subjectivities was influenced by them while reviewing English textbook in Indonesia. Moreover, some of reviewers' journal article like Emi Emillia ever collaborated with Frances Christie to discuss Genre-based approach (see references for the link). It implicitly indicated that Australian scholars of genre studies might influence Indonesian reviewers' subjectivities of genre-based approach. Besides, aforementioned Indonesian reviewers of English textbook for senior high school have an important role in Ministry of Education and Culture to review, renew, and revise the guidance book for better implementation of genre in the 2013 curriculum.

Besides, the use of "genre-based text", which highlighted the orientation of English learning process:

"genre-based English learning, will supports other subjects as well. For example, in explanation and exposition text, will help students broaden their insights of materials on an international scale. By studying the descriptive text, the learning will foster students' knowledge in the subject of Arts and Culture to promote tourism in Indonesia".(Rationale course of 2013 curriculum, 5th paragraph, Syllabus Model of Material Subject of Senior High School, Ministry of Education and Culture, 2017)

The stressed sentence "Genre-Based learning" seemed to emphasize the *genre-based approach* in the learning process to focus on students' ability

in the understanding of the text used (Hyon, 1996, p. 701). In other words, genre-based instruction in the excerpt above seemed to be a useful tool as a structural process, which the English teachers need to empower the students in various types of texts structure (Hyon, 1996). Therefore, the adoption of Genre Based Approach in 2013 curriculum may be suitable for applying the text-based learning in order to reach communicative purposes as competence through text structure as well as linguistic features (e.g. grammar, word, sentence) (Agustien, 2014; Dirgeyasa, 2016; Fanani, 2018). In addition, The stressed word of "descriptive text...to promote tourism" perhaps described national goals, the student was expected to be able to endorse local culture in national and international scale. By promoting local tourism, which will be intensively carried out through English, it was likely to increase national income.

Furthermore, the following excerpt explicitly represented other national goals of Indonesia, which constituted in the 2013 curriculum's regulation:

"In the autonomy and decentralization era, the curriculum is one of the media that binds and develops the integrity of the nation that can encourage citizenship by continuing to uphold national insight. For this reason, the curriculum needs to pay attention to the balance between local and national growth".(Regional and National Development Demands of the Regulation of Ministry of Education and Culture Republic of Indonesia No. 81A year 2013 about Curriculum Implementation)

The remarked excerpt explicitly indicated that maintaining local knowledge was mandated in that regulation. Moreover, it strongly implied that curriculum upheld an important position to accomplish national education goals. In other words, the enactment of 2013 curriculum aimed to adapt with the development

of knowledge, workplace, and technology. In conclusion, the Ministry of Education and Culture admitted that the use of genre in the present curriculum gave a decisive role in improving education quality through curriculum changes.

Genre Based Approach (GBA) was developed by Australian schools, which help the primary/secondary/high school students master variety of genre texts that so-called *factual writing* such as procedures, explanations, reports, and expositions text in order to enhance competitiveness in Australian industries (Christie & Martin, 2000; Dirgeyasa, 2016). It was based on the theory of language, known as *Systemic Functional Linguistics*, developed by Michael Halliday (Hyon, 1996). The term "genre" defined as a communication event in which it has a certain goal to achieve in a particular social context. Consequently, different social contexts lead to a different genre (Dirgeyasa, 2016; Nurlaelawati & Novianti, 2017). Christine and Martin (2000) explained that the use of "genre" in particular social circumstances such as interview genre, advertisement genre or media genre.

In addition, GBA in Indonesian EFL learning also adopts various genres such as "report text, explanation text, exposition text and descriptive text" in Rationale course for helping the students to heighten their knowledge (Dirgeyasa, 2016; Kartika-Ningsih & Gunawan, 2019). The statement of GBA which was accommodated in English 2013 curriculum in senior high schools also relevant with Martin's (1992) work about Genre and Literacy. He pointed out that Systemic Functional Linguistics carried out social

context as a system of genre, which relevance with educational contexts such as "recount, report, hortatory exposition, exposition, discussion, explanation, exploratory etc." (p. 142).

The implementation of GBA in English 2013 curriculum adopted by senior high school level materials in various genre text such as interpersonal, functional and transactional) and language function. Based on the syllabus in the recent curriculum, genre-based text divided into three categories:

- Interpersonal texts divided into greeting, appraising, and responding.
- Transactional texts offer one's self by considering grammar, e.g. pronouns, asking for and giving opinions considering modality: should and can, offering helps, conditional sentences. Specific functional texts include an announcement, song lyrics, invitation, personal letter, application letter, and manual
- Functional texts consist of: descriptive, recount, narrative, narrative, analytical exposition, explanation, procedure, and news items. (referring to the Syllabus Model of Material Subject of Senior High School, Ministry of Education and Culture, 2017 p. 7)

From that point, it concluded that the use of various "genre-based text" applied in Indonesian curriculum design partly constructed by Australian schools in terms of language teaching. Ranging from the interpersonal, transactional, and functional text, which contained distinct genres of text may be conceived that the Ministry of Education and Culture adopted western education system to foster the competitiveness of Indonesian national

education stakeholders through models of genre text such as news items, job application, etc.

1.2.2. The Construction of English in Mrs. MLL's lesson plan

The various materials above might provide different goals for students. It is necessary to explain the basic competencies of students from those materials. The goal of MLL's lesson plan based on the syllabus aims to:

"students should be able to apply social functions, text structures and linguistic elements of oral and written interaction texts that involve through giving and asking information related to their identity and family relationships" (Basic Competence of 10th grade, p. 11, Syllabus Model of Material Subject of Senior High School, 2017)

The statement "should be able to apply social functions, text structures and linguistic elements of oral and written interaction texts" suggests English teachers teach the same material as the syllabus has proposed. It can also be interpreted that curriculum policy contributes in constructing individual's subjectivity in the realm of determining the competencies of students most needed, where "Words are ordered, and combined in particular ways in the existing power" (Ball, 1994, p. 22).

In further investigation, the adoption of *basic competence* from syllabus into Mrs. MLL's lesson plan also may be represented as a western product due to some approaches of delivering materials applying a *genre-based approach* (GBA). As following in the "learning objectives" of *basic competence*:

Year 10:

"Through discussions, questions and answers, assignments, presentations and analysis, students can apply social functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and requesting information related to identity and family relationships, according to the context of its use. (Pay attention to pronoun language elements: subjective, objective, possessive) and composing short and simple oral and written transactional interaction texts that involve the act of giving and asking for information related to identity, by paying attention to social functions, text structures, and contextual linguistic elements"(my translation)

The underlined statement "discussion, question, answer, assignment, presentation" may indicate as the stages, which led to understanding social function and context of the text. Additionally, the statement "text structure and linguistic elements" seemed to display a range of text structure types, which enable English teacher to enlarge English literacy to the student (Hyon, 1996). Meanwhile, the statement of "composing short and simple oral and written transactional and interactional text" might represent as the final process of creating the genre of text as the goal of genre-based application through factual writing, that is, reports text (Hyon, 1996). It seemed to be relevant with Celce-Murcia, Dornyei, and Thurrel (1995) further explained several key terms such as "selection, sequencing, words and utterances structure" was used for determining discourse competence.

1.2.3. The Construction of English in Mrs. AAL's lesson plan

By the same token, the implementation of GBA was stated in the following statement, where *learning objectives* point perhaps illustrated glorifying western product in terms of adopting Australian curriculum design, as stated below:

"After following the learning process, students are expected to be able to: Understand the text structure of interactions that involve the act of offering a service, Understanding expressions that are appropriate to the interaction text that involve the act of offering a service, Identifying interactions involving service offerings via video or some examples provided, Mention the similarities and differences from examples of interactions, seen from the contents and how they are expressed, Composing simple written interpersonal interaction texts that involve the act of offering a service, Conducting conversations with friends in front of class related to service offerings and responses" (adopted from Mrs. AAL's Lesson Plan for 12th grade)

Several underlined key terms such as "Understanding text structure and expression, identifying interaction, composing, and conducting" might represent that the Ministry attempted to emphasize the function of a *genre-based approach* to enlarge the students' knowledge in larger text structures (Hyon, 1996). Moreover, according to Christie & Martin (2000), *genre* means a system of social processes that constituted with "stages and goal-oriented social purposes" that phased together in a text (p. 13). In other words, some underlined key terms above may indicate "Understanding text structure and expression, identifying interaction, composing" implied as "stages" to understand textual features and "conducting conversation" associated with social purposes, which immediately linked with their lives, that is students are able to communicate each other (Wahyudi, 2017).

Related to the classroom observation, the stages and social purposes of a particular genre of text were explained in the lesson plan was about *Asking for and giving advice*, which the following dialogue illustrated genre of text and contained different social purposes. Three social purposes were uncovered in this investigation by using Christie and Martin's (2000) framework of functional parameters of *the genre*: 1. Introduction, 2. Appraisal (e.g. Affect, Appreciation,

judgement) and 3. Closing statement, this also associated with promise and hope:

"Mrs. AAL: okay guys, please open your book page 5 about *offering help*. Please AN and AM read the dialogue.

Mechanic: Good Morning, Nashville Auto Garage, can I help you? (1.1)

Man: Yes, I hope so. I'm having trouble with my car engine. It wouldn't start this morning. Can you come to my house and repair it for me, please?

Mechanic: Ummm..what can I say? Mmm..my men are working on some cars right now, sir. I think you'll have to wait for a few hours. What if we come to your house tomorrow?

Man: but, I need the car tomorrow

Mechanic: you could try other garages (1.2)

Man: I want to, but I don't have any contacts. Besides, I've been your loyal customer for a long time

Mechanic: I have a friend who might help you. He's also a car mechanic like me, and I can guarantee that he'll help your car as well as we do. Let me call him for you now

Man: oh, that's very kind of you to offer. Thank you" (1.3) (Adopted from Mrs. AAL's 12th English textbook and classroom observation. 31/07/2019)¹

Referring to the excerpt above, point 1.1 "Good morning" showed *introduction* would represent the general introduction of the object which need to be addressed by individual else. The social purposes probably implied social marker that illustrated a polite way as a form of creating a level of interaction between one another, which can describe social judgement. Meanwhile, point 1.2 "could" might represent a polite offer to someone else. It also indicated that hidden social purposes implied education stakeholders, which can conduct a conversation with other people in the right manner. Point 1.3 "very kind of you" described appraisal device in terms of positive appreciation, where after someone offering help to someone else, then he expressed his thanks to mechanic in a particular way. In conclusion, the dialogue above showed stages

¹The dialogue text adopted from Pathway to English for SMA/MA Grade XII berdasarkan kurikulum 2013 revisi, compiled by Th. M. Sudarwati and Eudia Grace

of interpersonal interaction of offering service to other people. In addition, the social purposes from the dialogue above suggested education stakeholders could be able to use such that kinds of expression (point 1.1, 1.2, and 1.3) of offering help and service in their surrounding.

To sum up, learning objectives of Mrs. AAL's lesson plan, which associated with classroom activity above became evident that the material design of English Subject in Indonesia adopted western curriculum system, which has been linked to the use of certain text that related to the social community. Besides, the excerpt of *learning objectives* of Mrs. ALL's lesson plan above also seemed to display certain modes of operating, specific knowledge, and particular subjectivity that organize space and order in order to support certain pedagogical approaches (Walshaw, 2007).

1.2.4. The Construction of English in Mr. AMM's lesson plan

The material he taught was a little bit different from the two previous respondents. Mr. AMM is an English teacher who teaches English for *peminatan* (specific purpose). The goal of the materials, which I quoted from *kompetensi inti* (core competence) article 3:

"Understanding, applying, analyzing conceptual and procedural knowledge based on students' interest about science, technology, art, and culture together with humanities, nationality, state, and civilization insight related to the causes of phenomena and events. Applying procedural knowledge of specifics students' interest according to their concern in solving problems".(referred to Mr. AMM's lesson plan)

The underlined word "understanding, applying, analyzing" may represent a certain genre applied in Mr. AMM's lesson plan aimed to empower students

with linguistic resources for social success (Hyon, 1996). In other words, it also indicated that English teachers are required to be able to understand the development of student material, which is constituted in *science, technology, art, culture* text. In addition, Hyon (1996) further explained that Australian school used genre-based text attempted to reach targeted languagesuch as listening, reading, listening, and writing and empowering human resources in workplace genres. Thus, Genre-Based Approach (GBA) used in Australian education, which adopted in Indonesian school, seemed to imply that there was a powerful desire to reach the same result as Australian did.

Besides, the lesson plan prepared by Mr. AMM has its own indicators which consist of spiritual attitude, social attitude, knowledge, and application. In the "knowledge" indicators, there is one subpoint, which policy-authors suggests to speak English in particular "native-accent":

"Imitating the pronunciation of spoken and written texts to state and inquire about actions/activities/ events that have been done/occurred in relation to a one-time point in the past, present, and future time."
(refereed to Mr. AMM's knowledge indicator point: 3.3.3, Lesson plan)

The word "Imitating" might showed the curriculum design suggested education stakeholders should be able to speak English in a specific accent. For the teachers, "imitating" referred to language ability, where it represents teachers' sense of his/her professional status of language proficiency aspect. As English became subject matter and as a foreign language in Indonesian education, the students often see enrichment of teacher's language ability to speak native-like. It seemed to be related to Richard (2017) who observed that

the value of "nativeness" becomes conventional wisdom, the more fluent the teacher in teaching a foreign language, the more he/she deserves as "knowledgeable professionals." Thus this subjectivity from the authors offers subjectivities to the English teachers in language preferences to gain professional identity.

In section *penerapan* (application) indicator, some phrases indicate that the English teachers are supposed to have "language awareness," which referred to a teacher's knowledge of language systems as well as grammar.

"Compiling oral and written texts to state and ask about actions/activities/events that have been/ occurred in relation to one time point in the past, present, and future time, by paying attention to social functions, text structure based on the grammatical structure and context".(referred to Mr. AMM's competence indicator, point:4.4.1, Lesson plan)

The remarked word "compiling" refers to the practical use of language. In the process of how certain topics are represented, adjusted, and constructed to students' abilities. The phrase "grammatical structure" describes the disciplinary knowledge of English teachers. The teachers' knowledge should have a good understanding of English grammar and context at a different level of language competence. Thus they would know what kind of teaching process could be used in the classroom and what the relation to the knowledge of the students.

Above all, *the genre-based approach* seemed still to be applied in Mr. AMM's lesson plan due to some keywords such as understanding, applying, analyzing, imitating, and compiling in which showed EFL in Indonesian

national education not only to build communication skill but also to gain and develop new knowledge (Hyon, 1996). The adoption of this approach in EFL Indonesian was also as evident in the formulation of competence, which western product has been influenced in enhancing of labour market productivity.

2. English Teachers' Subjectivities

Table. 1.2 English Teachers' subjectivities

Respondents' Anonymous Name	Pennycook's (2000) categorization	Phillipson's (2000) categorization
1. Mrs. MLL	- Colonial Celebration - Laissez Faire - Liberalism - Language Ecology - Language Rights - Post Colonial - Performativity	- English and equality in communication - Post-imperial English
2. Mrs. ALL	- Colonial Celebration - Laissez Faire - Liberalism	- English as Global Language - English Linguistic Imperialism
3. Mr. AMM	- Colonial Celebration - Laissez Faire - Liberalism - Post Colonial - Performativity	- English as Global Language - English Linguistic Imperialism - English in the future

2.1. First participant (MLL)

2.1.1. Colonial Celebration

From the initial interview, Mrs. MLL indicated *Colonial Celebratory* personwhile stating her comment on learning English for the first time:

"I am very interested in English when I was in English teaching major at the university. It is a new knowledge for me. Before that, I have a history and economy background. I am glad that I have a background besides English. I think my previous background knowledge, such as economics and history supports my knowledge in English, that's what makes me very interested in learning English"(Mrs. MLL's initial interview. 31/07/2019)

Through the word "interested," and "glad.", she illustrated that her attitudes of English bring grateful feelings of learning English for her career development (Pennycook, 2000). The lexical choice of the word "glad" also demonstrated the sense of "pride" of learning English in which made individuals' self-esteem will be increased (Lee, 2016). Besides, Pennycook (2000) explained that "intrinsic" quality deals with the natural function of a language itself. In other words, her statements of education experiences before majoring in English, which intentionally supported other subjects and encouraged her to enlarge her knowledge perhaps as a part of "intrinsic" function the spread of English.

In addition, "extrinsic" quality which referred to the necessity of understanding English, as illustrated by Mrs. MLL through her impression of learning English. she was then commented:

"I think English has good value, for example when my student participated in athletic sports or went abroad for participating in international competition. They will definitely need English for communication"(Mrs. MLL's initial interview. 31/07/2019)

The underlined word "good" represents English actually has a valuable position in her comment. In other words, she considers English to be a language that can be used when the student or her for travelling abroad, where the country uses English as their first language such as American, Australian, Singaporean and so on. That suited with Pennycook (2000), said that English

brings the ideological effect of a "superior" language in terms of communication, knowledge, and happiness (p. 109). It may suggest that this respondent suggests English as a tool for maintaining intercultural communication.

Furthermore, Mrs. MLL emphasized the benefit of learning English because of her perspective of students' goals after graduated from high school:

"...they need English when they want to be a scientist. They should be understood to read the book in English practically"(Mrs. MLL's stimulated recall. 31/07/2019)

The perception of "scientist" considers the importance of learning English for their career choices (Pennycook, 2017). Moreover, by emphasizing the word "scientist", she tended to point out the essence of English itself as an important point in competing in the workplace or study. It is also relevant to Pennycook (2017) suggesting that the effect of widespread English as power and prestige in many countries acts as symbol career development.

Additionally, as Pennycook (2000) stated that one of the effects of widespread English would bring happiness illustrated in her statement about her experience talking with native-speaker, as demonstrated in the following excerpt:

"MLL: Yes, when I visited my son in Bali when he did his internship. At that time, I rent (X bungalow X), and the owner comes from Aussie, we were talking in Australian English accent
Me: How did you feel?"

MLL: Yes, I am happy. But the important thing is visiting some destination there because travelling is my hobby" (Mrs. MLL's stimulated recall, 31/07/2019)

The above remarked that "talking" implies that she had experienced having communication with an Australian person. She further said that she was "happy" with that situation. Hence, the word "happy" implied she expressed her feeling about her experience. In addition, Her hobby "travelling" plays an important role to construct her subjectivities in order to maximize her ability in speaking English at a local or international destination. To the sentence "but the important thing is visiting some destinations there" may suggest that the ideological effect of the global spread of English is "less likely to be acknowledged" (Pennycook, 2000 p. 110).

Referring to her personal experience talked to Australian native speaker, she also tended to show her *Colonial Celebratory* ideology when she was being asked her accent preferences, as stated below:

"There are no specific accents when I speak. I am in my own style when delivering material to students. So I don't know if they think I speak English in an American, English or Australian accent" (Mrs. MLL's stimulated recall, 31/07/2019)

Based on the comment above may illustrate that she does not have language preferences. It seems contradictory when I conducted classroom observation, and I heard her pronounce in English seems more in American accent because of some words like *don't*, *introduce*, *trouble*, *etc.*, as transcribed below with online Cambridge dictionary (2019):

"...pronoun...introduce your self ...any listening section from an ebook, and what do you get?"(Mrs. MLL's classroom observation, 31/07/2019)

Phonetic transcription:

"/'prəʊ.nəʊn/.../ ,ɪn.trə'du:s/ /jɒ/ /self/ .../'en.i/ /'lɪs.ən/ /'sek.fən/ /frɑ:m/ /i.lek.trə:nɪk 'bɒk/ /ænd/ /wɑ:t/ /du:/ /jɒ/ /gɑ:t?/"(Cambridge dictionary. Accessed in 5/08/2019)

According to her statement above and transcribed data may imply that she tended to follow an American accent. Her subjectivities to pronounce like American English may be shaped by her personal understanding about English varieties, as represented below:

"I know Australian, American, UK accent. like you know, you can find American in movies, songs most of the pop cultures I think used American accent"(Mrs. MLL's stimulated recall. 31/07/2019)

The sentence of "American, UK, Australian" may illustrate that she regards that mentioned accents as "legitimate" accent of English (Wahyudi, 2018). Moreover, the data transcription above also may imply that the Inner Circle (UK, US, Australian) has been dominated in her English learning process. In addition, the sentence of "movies, song and pop culture" above may contribute to constructing her subjectivity in maintaining language preferences (Crystal, 2003). In conclusion, Mrs. MLL's subjectivity partly classified as *Colonial-celebration* person in which all her statements were probably glorifying her capability to master English through her personal experience.

2.1.1. Laissez-faire Liberalism

From three respondents, Mrs. MLL as the one of individual who constructs *Laissez-Faire Liberalism* category because of her perspective of the use of English and its role in the global and local context. Hence, this respondent strongly indicated strongly *Laissez-Faire Liberalism* due to her comment toward the role of English in several factors: personal experience, education regulation and academic purpose.

This category inferred the neutral function of English in which seems unproblematic issue to the status of English itself in multilingual context Indonesia. The sense of "neutral" means that there are no such inconvenient feelings about the emergence of English besides other languages. It is represented in the respondent's comment about the importance of English besides as compulsory subject:

"I think whatever the subject is in the school like mathematics, biology are generally written in English, so it is required them to learn English to understand the textbooks. Even when they get a job overseas, it automatically needs English for speaking with people there. Well, I think it is international languages"(Mrs. MLL's initial interview. 31/07/2019)

The underlined word "required" above indicated that the global spread of English has ingrained on her knowledge in the sense of ideological implication (Pennycook, 2000). Moreover, the sentence "generally written" and "to understand the textbook" seems to portray *Laissez-Faire Liberalism* has a beneficial role in learning other subjects at school. It seemed to be relevant to Graddol (2006) idea about English in education seems like a basic skill to acquire new knowledge and specialist in the future. Referring to this idea, it is

concluded that English in her comment is seen as a natural phenomenon, which may become inevitable even though such critical works have discussed colonialism of English (Pennycook, 2000).

By extent, her perspective toward the dominant role of English was motivated by her student who had been travelling abroad, as the following excerpt:

"My student said to me that the English subject was applicable when my student went to South Korea because they can't speak Korean. It proved that English was usable if someone went abroad. Yeah ..it English helped her to communicate with Korean people" (Mrs. MLL's initial interview. 31/07/2019)

The word "usable" refers to Pennycook's (2000) idea about *Laissez-Faire Liberalism* that the spread of English around the world indeed offers the benefit of individuals' communication needs. Furthermore, the emphasized word "applicable" above also indicated that language can facilitate the student in different places and social environment. In other words, the use of "usable" and "applicable" seems to be relevant with Pennycook (2000), which explain English supports "international intelligibility" (p. 110). The comment above also in accord with Coracini (2014) stated a foreign language would be considered a language for communication, which would have its function. However, it would be referred to the subject itself, "working like a tool" (p. 9). In addition, her students' experience travelling abroad may be one of the factors in shaping her subjectivities of English.

In addition, along with gaining international intelligibility, Mrs. MLL also attempts to reveal English is beneficial language in gaining mutual

intelligibility in the classroom. As what Pennycook (2000) has explained that English is hugely associated with "tool of communication" and constituted with mutual intelligibility (p. 110). This condition happened when I conducted classroom observation, there were some students who mispronounced English words, but at that time, Mrs. MLL did not correct a student's pronunciation:

"Student: I come from Kota Malang. I am fifteen /faif'ti:n/ years old
Mrs. MLL: heem okay, continue..
Student: my hobby is gaming" (Mrs. MLL's classroom observation
27/11/2019)

In that case, after teaching activity was done, stimulated recall conducted here to ask further explanation to Mrs. MLL's reason why she did not correct the student's pronunciation, as represented in the following statement:

"yes, I really keep their feelings and self-esteem. I often imagine that learning a language is not an obligation and not a punishment. Self-confident to keep their confidence in speaking a foreign language. Because there is no official rule in the second language learning that if the pronunciation is wrong, it must be corrected (,) the essential of second language learning is a communication tool, as long as the receiver understands what the speaker says, it would be fine" (Mrs. MLL's stimulated recall. 31/07/2019)

The word "communication tool" may illustrate English was beneficial language in gaining mutual intelligibility (Pennycook, 2017). The underlined sentence "as long as the receiver understands what the speaker says, it would be fine" implied that she explicitly understood language diversity (Pennycook, 2000). In addition, the word "understand" which raised "mutual intelligibility" in her comment about the main point of foreign language, implies where "intelligible" refers to individuals who "understand" many differences in

English accents, which allow them to make specific approach and an understanding of the parameters of successful verbal communication (Y. Kachru & Nelson, 2006, p. 65). In other words, it is a situation where two or more speakers of a language can understand each other, even though one of them speak different accent in speaking English (Y. Kachru & Nelson, 2006)

Besides, the importance of English in the globalized world especially in education also contribute to constructing Mrs. MLL's subjectivity through the discourse that English as one of a compulsory subject in the national exam, as illustrated in the following comment:

"The most important thing is English considers a second language. Besides, they must pass the national examination. They must able to answer all English questions" (Mrs. MLL's follow up interview. 22/08/2019)

The comment above possibly illustrates that the word "must" seems to illustrate an inevitable feeling of this respondent toward English in which is not merely as a major subject in national English but also as an international language (Pennycook, 2000, 2017). In other words, the comment may illustrate English is "beneficial" in terms of educational requirement. The issue appeared of the sentence "national examination" may illustrate that education policy plays an important role as politics, laws, and rules to develop national human resources through educational purposes (Ball, 1994). Thus, the respondent cannot think outside the ideology (Walshaw, 2007).

From those entire comments, she classified as a "*laissez-faire liberalism*" person because of her perspective about English as a neutral language in the sense of beneficial, useful language due to several factors: personal experience, education regulation and academic purpose (Pennycook, 2000).

2.1.2. Language Right

The data showed that when Mrs. MLL was being asked about the relationship between English and the status of the local language in the present day to reveal her understanding of the widespread of English, she commented:

"because language is an element of culture, I just realized that the local language would show our nationalism. So it is necessary for the students to learn the local language first before other languages to understand their identity" (Mrs. MLL's initial interview, 31/07/2019)

Mrs. MLL suddenly revealed her perspective about learning the language. She attempts to raise her understanding of the local language through the word "necessary". According to Pennycook (2000) explained that the Language Right provides a powerful argument against support for English. In other words, the word "realized" maybe use to demonstrate the global spread of English with affecting her "nationalism.". Moreover, the use of "necessary" seems to portray that the respondent's desire for her student to learn local languages to know their identity. Her comment above may illustrate her subjectivity as demonstrated by Devine (2007) pointing out that the teachers' role should create their own student. Thus, it can make their

students be flexible, open-minded, and possibly thinking differently in globalized English.

In investigating her perspective in English and local language, her subjectivities also may be constructed through her education background when she has ever majored three subjects in several universities:

"At first, my assumption that language would not influence our perspective on other languages. In fact, it affects the nationalism of children. When I majored in English, I realized that local language or mother tongue must be taught at their young age to strengthen children's indigenous culture and identity than other languages like English"(Mrs. MLL's follow up interview.22/08/2019)

The emphasized word "affect" strongly indicates English has increased fears of the existence of English poses serious threat toward local languages and its cultures. Moreover, it is related to Pennycook (2000) explained that an individual tends to show the possible destruction of English to other cultures when they understand the regression of local languages or cultures existence. Besides, the sentence "must be taught at their young age" strongly pointed out the respondent's desire to require children to learn the local language in maintaining their local identity. Furthermore, the sentence "to strengthen children's indigenous culture and identity" may imply that *Language Right* in this sentence attempt to learn local culture since it has to be preserved (Crystal, 2003; Pennycook, 2000). In her professional background in English may influence her subjectivity of gaining a local identity. Instead, the use of the word "nationalism" also contributes to change her subjectivity from unaware of local culture to partially aware.

Further exploration in case of using "nationalism", I was asking Mrs. MLL in what process her nationalism can be improved. She replied:

"I don't know much about western music lately. About what music which I have ever heard but little, but I also forgot because it was so long time, so I couldn't remember. But I like to listen to local music like tembang Jawa such as Didi Kempot or tembang wewayangan. i think in that way my nationalism was increased"(Mrs. MLL's follow up interview. 29/10/2019)

The sentence "local music like *tembang Jawa* such as *Didi Kempot* or *tembang wewayangan*" may influence her subjectivity that she conveyed less listen to western music and have a tendency prefer to listen to Javanese traditional music. This is in accord with Pennycook (2000) explained that *Linguistic Right* try to support other languages in the face of the dominant language. In other words, she tended to demonstrate herself not too biased with western culture and showed that she began to like traditional music to preserve it from its existence. In a similar vein, Crystal (2003) stated that local cultures should be learned since it related to individuals' identity.

In addition, in the way of suggesting children and students learn local cultures, her knowledge about theory, practice and social condition unveil her unease feeling of language in the early stage education:

"I regretted that I didn't teach my child Javanese language. because I was afraid if I teach Javanese to my children, they considered it as an unpopular language in their childhood. "(Mrs. MLL's follow up interview. 22/08/2019)

The underlined word "afraid" implies her inconvenience feeling of teaching her children a local language. Mrs. MLL did not think that "Javanese" would bring specific effects from the existence of language

itself. What it does mean, she acknowledged that local language shows the real impact in children environment, because it represents her and children local identity. Moreover, from the word "regretted" means she has to endure her feeling of being insufficient toward the status of the local language. In conclusion, the comments above of Mrs. MLL thus attest her as someone who has a sense of "*language right*" in which she understands that she needs to support local cultures and languages as linguistic diversity beside serious threat imposed by English (Pennycook, 2000, p. 116).

2.1.3. Post Colonial Performativity

Mrs. MLL likely portrayed this ideal category in Pennycook's framework about the global spread of English because she tended to promote national languages as national identities and heritage languages as well as local languages and other cultures, even though she did not have any experiences learning post-structuralism before:

"I have never studied postcolonial studies both in my undergraduate and postgraduate. I even don't know what it is about. During my undergraduate degree, I had studied only about the assessment and Cross-Culture Understanding course. Yeah, something like that. I was taught about the differences between western and Indonesian culture. That course made me realize that Indonesian is rich in its cultures and languages"(Mrs. MLL's follow up interview 27/11/2019)

In the excerpt above, the sentence, "never studied postcolonial studies" indicated that she had never learned post-structuralism course in her educational background. However, it is necessary to give some limitations in this category to draw the respondent's explanation in understanding English, which may have effects on other cultures and languages. Otherwise, "That

course (CCU) made me realize that Indonesian is rich in its cultures and languages" course partly affected her subjectivity to understand language diversity in other countries. Thus, through that course, perhaps construct her subjectivity of perceiving wider recognition of English varieties and local languages.

Similarly, based on her experience that had learned Cross-cultural understanding course in her undergraduate degree, *postcolonial performativity* subjectivity plausibly embedded in her comment below, when I asked her comment regarding speaking English in the local accent, as illustrated below:

"I think if there is a teacher who speaks English with a local accent, it is not a problem and acceptable as long as the teacher can deliver the material well, and the student can understand it, that's no problem"(Mrs. MLL's follow up interview.22/08/2019)

As have reflected above, the sentence "a teacher who speaks English with a local accent is not a big problem, and it is acceptable" may represent her perspective showed the respondent less standard in English. Pennycook (2000) argued different choices of English variation were indeed acceptable because every individual has a goal and willingness to learn or teach languages for specific purposes. Additionally, her fellow female English teacher who speaks English with a local accent also may construct her subjectivities:

"you know Mrs. X? she came from Jombang. She is the oldest English teacher here. As I encountered, she speaks English with a Javanese accent. Trust me. She is indeed very fluent in English, but her accent like to follow local accent"(Mrs. MLL's follow up interview. 29/10/2019)

The sentence "Mrs. X who came from Jombang...speak English with a local accent" seemed to represent that Mrs. MLL gained her subjectivity

from Mrs. X. In the broader sense, Mrs. MLL probably adopted individual experience from Mrs. X in which Mrs. MLL considered local accent in English allowed. Consequently, the sentence of "speaking English with a local accent" partly influenced Mrs. MLL's subjectivity in involving personal and emotional investment (Walshaw, 2007).

Further investigation revealed that Mrs. MLL has a tendency in *postcolonial performativity*, when I asked her impression hearing language variety of English such as Malaysian-English, Singaporean-English, Indian-English. As stated below:

"yeah because language is part of the culture, I don't think like Indian-English is funny or weird. Mrs. Indahh...every country has its own uniqueness and cultures. Like our culture, I said why English in Javanese or Madurese accent is acceptable? Yeah it is because of culture" (Mrs. MLL's follow up interview. 22/08/2019)

As represented in the sentence "language is part of the culture" perhaps construct her subjectivity is constituted through discourses in sociology contexts. Moreover, Walshaw (2007) explained that subjectivity could be produced by practices and discourses that have a challenge for the production of subjectivity either in the past or in contemporary. In addition, Her comment above seemed to be relevant with Kachru (2011) that the variation of the English varieties was involved by an individual's ethnicity, social class, gender, age, and nationality, which plays an important role to form different accents. Thus her understanding of language diversity regards English in the Inner Circle country (UK and US) is not only as a legitimate accent.

By extent, her previous major (History and Economy) also seem to contribute to constructing her subjectivity in conveying unproblematic issue of speaking English with the local accent, when I asked her decision in majoring three different majors. As discussed below:

"I told you why my previous background in majoring History and Economy were supported by each other. In History class, I learned how a language could spread from one country to another country. Do you know that English became Anglo Saxon in Europe? So most of Europe vocabularies were created through old English. I guess you don't know haha.." (Mrs. MLL's initial interview. 31/07/2019)

From the sentence, "English became Anglo-Saxon in Europe" may represent that History plays an important role in constructing her subjectivity. This is related to Walshaw (2007) explained that there is something that we cannot change the way the things happen to be, as a result, we all would like to take those things for granted, which we consider them stable and unchanging. In other words, historical discourses operate individual subjectivity like what we can be labelled as a "regime of truth" (Wahyudi, 2018a; Walshaw, 2007). Furthermore, Mrs. MLL persisted:

"you know, such as Malaysian, Singapore or Australia used English as one of their languages? Of course, they were colonized by the US and UK. That's why the result of US and UK colonization is a language, which uses they use as one of communication language" (Mrs. MLL's follow up interview. 22/08/2019)

As represented above that the respondents' subjectivities are constituted through historical contexts of inner circle English. In other words, the discourse of textbook in her past education experience as History student also seemingly constructed Mrs. MLL encountered specific

subjectivity, which she cannot think outside embodied discourses (Walshaw, 2007, p. 83)

Relating to classroom observation, Mrs. MLL once asked her student's name, which related to Javanese puppet story:

"Mrs MLL: your name is quite interesting, Wisesa. Did you know why your parent gave you the name Wisesa?

Student: Wisesa is called "wahyu" in one of Pandawa's puppet story. It also meant the highest authority given by men, and it could be meant as a wise person

Mrs. MLL: aminnnn... you're excellent. I hope you can be a person like your parents' hope"(Mrs. MLL's Classroom observation 31/07/2019)

When I asked her perspective about teaching local literacy in English context, she answered:

"I attempt to introduce local cultures to the student in the classroom that Indonesia is the most beautiful country for us. So, to get their attention, I always told them my last holiday in Karimun Jawa, Bromo Mountain and other places to show them how beautiful Indonesia is. You can be proud of yourself because you can speak English, but don't forget that Indonesia consists of local culture in which you should recognize it first. That's why I asked Wisesa. Did you know why your parents give you the name "Wisesa"? (Mrs. MLL's stimulated recall. 31/07/2019)

The sentence "Indonesia consists of local culture in which you should recognize it first" may address Mrs. MLL is more tolerant of using local context in English literacy, even though she had never studied post-structural studies before. Additionally, her perspective above showed *postcolonial performativity*, which she supported heterogeneity in cultural encountered between English and local culture (Pennycook, 2000). Thus, her affection to visit local tourism in the sentence "I always told them my last holiday in Karimun Jawa, Bromo Mountain and other places to show them how beautiful Indonesia is" seem to contribute her subjectivity of local heritages.

In addition, the sentence of "get their attention" in the excerpt above may imply Mrs. MLL probably wanted to her students in the classroom can gain their local cultural knowledge. Furthermore, she used cultural sources to discuss local heritage besides English in the sentence "introduce local cultures to the student in the classroom." As what Pennycook (2000) suggested that the spread of English have influential effects in particular contexts if society starts to pursue such questions to local contexts of language. Thus her perspective through the word choice partly shaped her subjectivity against the spread of English.

However, the use of adverb of place "in the classroom" may illustrate that classroom as a site of discourse practices, which can reflect our beliefs in the context of English language teaching (Pennycook, 2000, 2017). Additionally, Tupas (2018) argued that the use of cultural and local context in the classroom is more effectively to harness and to reconstitute power relation in teaching and learning English. That said, Mrs. MLL has opened up the potential space for reconceptualizing her beliefs in English and addressing political inequalities in multilingualism.

Above all, *postcolonial performativity* represented Mrs. MLL's subjectivity in which professional background, classroom teaching partly shaped her perspective toward language diversity in English language teaching and raised her as an English teacher who owned postcolonial performativity as the most ideal category based on her view of local cultures in English literacy through Cross-cultural understanding (Pennycook, 2000).

2.1.4. English and Equality in Communication

Based on the data interview, Mrs. MLL's subjectivity seemed to display *English and equality in communication* which respecting the culture and language diversity (Phillipson, 2000), when I asked her opinion about the English variety like English-Indian accent at follow up interview question;

"Ahh..I am happy to see them. I mean because they have different accents and dialects and in my opinion, I fully appreciate them, because they can speak in their own culture"(Mrs. MLL's follow up interview 29/10/2019)

The sentence "I fully appreciate them" seemed to show her pleasure and interesting expression in which might be the way for local communities like Mrs. MLL likely bring their own values, interests that linked to the English language (Canagarajah & Ben Said, 2011). It also suggested that Inner circle English (ICE) native-norms like UK and US accent seemed unnecessary in her comment about English-Indian accent.

In further exploration, Mrs. MLL's individual experience in the classroom activity seemed to contribute her subjectivity in *English and equality in communication*, when she told me about the condition of classroom activity:

"The reason why I don't think English should be like native-speakers is when the students go forward when they speak in front of the class like a native, and others are laughed at, they said he/she is arrogant. Otherwise, when those who are not fluent in English such as native, they also laugh at him/her"(Mrs. MLL's follow up interview 22/08/2019)

The underlined sentence may indicate as the result of a dilemma situation where she revealed her subjectivity toward students' language

preferences in the classroom. It also referred to positive attitudes, which Mrs. MLL have toward language that played out in classroom practices. In addition, the stressed sentence above also probably did not want to treat "native" speaker as the target competence.

On the contrary, one indicator of competency achievement in Mrs. MLL's lesson seemed to emphasize native-norms in every word, which the student encountered in the classroom:

"4.1.1 pronounce some English words with correct pronunciation and right intonation"(referring to the Mrs. MLL's Lesson plan for 10th grade)

The excerpt above strongly indicated that native-norms language promoted there. The construction of the lesson plan itself was developed by syllabus model used as the main source to compile lesson plan in every meeting. In this case, there was contradictory subjectivity, where Mrs. MLL's lesson plan suggested using native norms, while she seemed to promote English varieties such as American accent. In this case, contradictory subjectivity happened between Mrs. MLL's subjectivity and her lesson plan implied that subjectivity could change at any time. In other words, her classroom practice probably changed her subjectivity from considering native-like to support English varieties.

In fact, in the classroom observation, Mrs. MLL did not correct the students' pronunciation in correct accent or grammar construction such as American, British, Australian accent, and so on, as illustrated below:

"Student A: I study at Islamic state high school of Malang, and now I am at 10th grade. I like sport and listening to music in my spare time.

Student B: space time, dude

Student A: Yeah, that's right. I am sorry

Mrs. MLL: please continue"(Mrs. MLL's Classroom observation 31/07/2019)

From the excerpt above, it seemed that Mrs. MLL did not fix student's pronunciation even his grammatical construction from *space time* to *spare time*. Furthermore, the way student A pronounced every word showed that he was less standard in English. However, Mrs. MLL also did not use her language preference in the classroom activity to correct her student's intonation. Thus *English and equality in communication* embedded in Mrs. MLL's subjectivity in which social experience in the classroom partly constructed her subjectivity in the relation of the native-norms phenomenon.

2.1.5. Post-imperial English

According to the data interview, Mrs. MLL's subjectivities partly constructed *Post imperial English* subjectivity, based on her explanation when I gave her a situation, where there were students bullied their English teacher because of his/her local accent while speaking English, as stated below:

"Yaa I must emphasize to them that there are many accents and I must give them some explanation about language history and culture. Because of cultural differences, one's accent or dialect will be different in each region"(Mrs. MLL's follow up interview 22/08/2019)

The underlined sentence probably indicated that her subjectivity attempted to promote healthier linguistic ecology by explaining a specific history of language, which pointed out how different accents and dialect was different in every place. Furthermore, the excerpt above perhaps also indicated Mrs. MLL's subjectivity in constructing their own student in

which it might be copied by her student (Devine, 2007). Thus, her students may also gain similar subjectivity on how language in each region could establish different language varieties (Devine, 2007). In this case, her comment above suggested promoting equality of linguistic hierarchy besides English promoted as an influential language in the modern world (Phillipson, 2000).

Equally importance, Mrs. MLL's subjectivity tended to show *post-imperial English* regarding her statement about being an ideal and professional teacher:

"Well.. while we as English teacher, we might not be able to emulate how correct English will be, because it is not our language. Then we continue to study their culture. In other words, we are still native Indonesians but are good at English, so we can promote our country and its culture. I am pretty sure that Indonesia is a very special country with its cultural diversity, languages, and religions" (Mrs. MLL's follow up interview 29/20/2019)

The remarked sentence "we are still native Indonesians but are good at English, so we can promote our country and its culture" perhaps indicated that Mrs. MLL's final goals of learning English, that was promoting local culture (Phillipson, 2000). Additionally, her subjectivity of expressing language learning experience, showed in the sentence "I am pretty sure that Indonesia is a very special country with its cultural diversity, languages, and religions". It seemed to be relevant with Kramsch (2006) explaining about perception, emotion, awareness of the individual, idealization was considered as the results of individual experiences of the language learning experience.

To sum up, the statement below indicated that Mrs. MLL's subjectivity was partly constructed by local policy document related to the promotion of local culture:

"It was already stated in the syllabus about descriptive text learning will foster students' abilities to promote tourism in Indonesia"(Mrs. MLL's initial interview 31/07/2019)

The word "syllabus" perhaps influenced Mrs. MLL's subjectivity in mapping what she believes and know in her professional development in the classroom practice (Walshaw, 2007). Besides, the clipped sentence from syllabus above also suggested that the sentence "to promote tourism in Indonesia" as the final goal of learning English, which can endorse local culture in Indonesia. It also probably indicated to develop human resources in Indonesia as a tool for achieving goals and enhancing national economic development through English (Sari & Wardani, 2018). Thus from the aforementioned data above, Mrs. MLL's subjectivity embedded in *post-imperial English* category regarding her perspective of "standard" English and the relationship between English and culture promotion.

2.2. Second participant (AAL)

2.2.1. Colonial Celebration

Once English teachers accept the validity of standardized English such as its accents, pronunciations, and vocabularies, they often stuck. It is concluded by Mrs. AAL in her opinion, which represents an honest effort in delivering what she believes as correct English. When the initial interview conducted at school, I asked why she is interested in teaching English, and then she replied:

"Language is the communication tool, if we don't use it, maybe it will disappear little by little, especially the vocabulary (.) and I am a grammar oriented person. So, for example, when I want to talk something, sometimes I am hesitant, is it true or not(?) Does the sentence that I say is in accordance with grammar?". (Mrs. AAL's initial interview, 24/07/2019)

The remarked word "hesitant" may refer to "I am a grammar oriented person" seemed to display her feeling to follow certain native-norms to decrease her inconvenience feeling of being doubtful with the standard of the grammatical construction of English (Pennycook, 2000). Additionally, the sentence "grammar oriented" shows that she admitted using English in proper grammar to avoid grammatical errors when she talked to her students. It referred to Phillipson (2016) stated that individual thought and feeling regards as a vehicle of the entire developing human tradition. In other words, her subjectivities of using English based on its grammatical construction as the result of rationalizing communication success. Moreover, the phrase "grammar oriented" perhaps indicated the respondent considered specific accent as a legitimate accent and pronounced like native-norms when I asked her language preferences. As illustrated below:

"I like to speak English in an American accent because the way to pronounce the word is easy comparing to British accent I think. I think British accent sounds more good in pronouncing the word, but American sounds easier to listen. So far I know American and British accent, only that"(Mrs. AAL's initial interview, 24/07/2019)

The word "like" may illustrate her subjectivity considered American accent as accent preference. Americanization, in her comment above, seemed to display *colonial celebratory* individual who has preferable accent (Pennycook, 2000, 2012). Moreover, the sentence "American accent

sounds more easy listening" may represent "*linguicism*", because she tended to favour one variety of English than other English varieties (Phillipson, 2016 p. 43). As a result, her subjectivity of glorifying dominant language yielded a linguistic hierarchy of English as her beliefs and attitudes.

In fact, when I conducted classroom observation, she pronounced every word in an American accent, which influenced her professional background in teaching English. The following dialogue transcribed from the online Cambridge dictionary:

"Mrs. AAL: can I help you? /kæn//ai//help//jə/ ?

Student: this was the way we are offering help, mam

Mrs. AAL: okay, good, next one! /,ou'keɪ//gʊd//nekst//wʌn/ "(Mrs. AAL's Classroom observation 31/07/2019)

In further investigation, *linguicism* and linguistic hierarchy still seemed to illustrate her perspective categorized as a *colonial celebration*, when I asked her knowledge about English variety:

"I think English accents consist of American, British accent, the most common accent we know...I have a Cambridge dictionary in the application. There are two options on how to pronounce, in American or British sound. In American sound, I might understand better. Well, in British sound, the word is pronounced harder and faster, isn't it(?)" (Mrs. AAL's stimulated recall. 24/07/2019)

The sentence "American, British accent" strongly indicated that UK and US accents considered as a legitimate accent. As what Pennycook (2000) explained that "culture, knowledge, wealth and happiness" will bring all advantages of being superior language (p. 109). In a broader sense, "knowledge" of English varieties here may contribute to shape her

subjectivities. As a result, the sentence "the most common accent we know" represents that she attempts to eliminate other variety of English accents. Moreover, the UK and US in her response regarded as "legitimate accents" and represented that inner-circle English also "has been hegemonic" in her learning process (Wahyudi & Chusna, 2019). By and large, the pronoun "we" was mentioned by this respondent indicating there was a social relationship among discourse, the researcher and the respondent, which indicated they shared same subjectivity (Walshaw, 2007).

In addition, her subjectivities were also partly influenced by "Cambridge dictionary" she used for teaching and learning process. This is in accord with Crystal (2003), he argued that media are also inseparable with the growth of technology. Then, Cambridge online dictionary as one of the examples. It is a part of the dominance of English, which tends to make people look for some words or grammars easily, correctly, and efficiently.

By and large, her further explanation of her subjectivity of legitimate accent represented through her previous school in the following statement:

"Sometimes, I identify my English teachers in secondary high school using American or British. If she/he speaks clearly, it means they are using an American accent. Because the British accent is rather difficult to understand and we are not too familiar. So I thought that mostly my teacher used American accent" (Mrs. AAL's follow up interview. 12/09/2019)

The underlined word of "speak clearly", which constituted with "American accent" indicates that American English has ingrained in Mrs. AAL understanding as a legitimate accent because of her background of the

study, which most of her teachers teach English in an American accent. In that case, the language choices show the power of "English" in a certain discourse about the dominant variety of English, where "dominant" accent like American or British English and how it works in school institutions, particularly in language teaching matters (Wahyudi, 2018a; Wahyudi & Chusna, 2019). It also inferred that the facts of various of grammatical correction, the social status, and stigma embedded to the linguistically equal forms.

Furthermore, the sentence "secondary high school" mentioned above may refer to the implementation of 2004 curriculum as well as *Competency-Based Curriculum* in her secondary schools could also construct her subjectivity (also see p. 34). The 2004 curriculum was designed by each school, referring to the objectives of the materials had to be based on the product and competence (Agustien, 2014). In other words, the school institution allowed to enrich, expand and modify the curriculum content but did not reduce the content based on the national-based curriculum (Lie, 2017; Mistar, 2005). Thus her English teachers in secondary high school and her school institution also play an important position in constructing Mrs. ALL subjectivity.

Additionally, her comment above strongly indicated that there was a comparison between two English accents (UK and US). It also illustrated *exploitation* and *linguiscism*, according to Phillipson (2016) that her subjectivity of imagery glorifying American accent as dominant language

accent than others (p. 43). In brief, her comment above raised *Linguistic Imperialism*, which to display "education, media, and communication" may demonstrate Inner Circle of English (ICE) became the source of dominant language (Phillipson, 2016)

In either case, in order to prove her language preferences, I asked her to do a short introduction. The data then I transcribed with online Cambridge dictionary:

"Hi, Assalamualaikum warahmatullahi wabarakatuh, I am AAL, I am a teacher in English lesson in Islamic state senior high school one of Malang city, and I have been teaching for eight years." (Mrs. AAL's follow up interview. 12/09/2019)

Phonetic transcription :

"/haɪ/ Assalamualaikum warahmatullahi wabarakatuh, /aɪ/
/əm/ AAL, /aɪ/ /əm/ /'ti:tʃə/ /ɪn/ /'ɪŋ.ɡlɪʃ/ /'les.ən/ /ɪn/ /'ɪz.lɑ:mɪk/
/stɜrt/ /'si:njə/ /haɪ/ /sku:l/ /wʌn/ /ɑ:v/ Malang /'sɪt̪.i/ /ænd/ /aɪ/
/hæv/ /bi:n/ /'ti:tʃɪŋ/ /fɔ:r/ /eɪt/ /jɪrɪs/

The transcription above indicated that she mostly spoke like an American accent. The data also implied that Mrs. AAL attempted to produce a similar sound like American native-norms. It seems to be relevant with (Phillipson, 2016) pointed out that the *hegemony* of the US and UK accent are "naturalized and internalized" way of what is considered as being normal (p. 43).

Comparatively, when I attended her classroom activity, Mrs. AAL's pronunciation liked in an American accent, and somehow she corrected student's pronunciation:

"Student: would you like to bring these books to the class?
 Teacher: okay the word these you can say these /ðiːz/, it means that the things are available more than one. If just one thing, then you can say this /ðɪs/" (Mrs. AAL's classroom observation 19/08/2019)

From this case, the way Mrs. AAL pronounced *these*, and *this* seemed to implement "standardize" English in a specific word when speaking. When stimulated recall conducted, she explained why she needed to utter the word and sentence in "standard" English accent, as reflected below:

"Usually, if I teach English to the students by watching western films, so they can capture the feel of speaking like native-speakers (,) and improve their pronunciation of by listening to the music" (Mrs. AAL's stimulated recall. 19/08/2019)

The remarked word "native-speaker," and "pronunciation," probably implied that she wanted herself into target cultures of native-norm manner. Moreover, she recognizes the American accent is much easier to learn by her comparison to the British accent. In this case, *colonial celebration* still seemed to display her subjectivity of speaking like native-like through western movies and kinds of music (Crystal, 2003; Pennycook, 2000). Thus western movies and music partially shaped Mrs. AAL subjectivity in maintaining native-norms in English.

In a similar vein, her informal education may also influence her subjectivity to follow native-norms in English, when I asked her experiences attended English private education:

"I have ever taken English conversation course in Language in Action (LIA) semi-academic institution for raising my self-confident how to be fluent with right grammar(,) yeah I was confident, but suddenly the

vocabulary had lost in my brain, so I thought the grammar was correct, isn't it?". (Mrs. AAL's stimulated recall. 24/07/2019)

The statement "English conversation course in LIA for raising my self-confident how to be fluent with right grammar" represented her perception of the appropriateness of native-model. Semi-academic educations of "LIA", which offer English conversation class as one of their programs perhaps attempted to support the promotion of English worldwide (Phillipson, 2017). Moreover, the sentence "for raising my self-confident" seemed to be connected with Lin (2014) have explained about the massive growth of private English education, which offers effective solutions to individual "anxiety of being left behind" (p. 231).

Hence, her subjectivity of being self-confident in speaking English was proved by her travelling experience went to Singapore and Malaysia, when I asked her experience talking to English native-speaker:

"Well, we are very proud when we went to Singapore and spoke with them in a language that we understand each other. When there are foreigners who suddenly want to ask us something or need our help, we can speak their language too. It turns out that the language we are able to speak can be useful. Proud for sure". (Mrs. AAL's follow up interview. 12/09/2019)

The word "proud" might represent *Colonial Celebration* due to her happiness had communicated with local people in Singapore and Malaysia (Pennycook, 2000). The sense "proud" also means to improve her self-esteem compared to her friends, who are not fluent enough to speak with the seller there. Thus from her informal education in LIA partially contributed her subjectivity as *a glorification* of the dominant language because of speaking

English confidently and gave her self-satisfaction when she was talking with foreigner people (Bunce et al., 2016b)

All in all, *Colonial Celebration* and *Linguicism* displayed her subjectivities was constructed through several factors: her educational background, personal experience, and her perspective of English variety in which made her as faithful imitator who gained self-satisfaction.

2.2.2. Laissez-faire Liberalism

Based on an initial interview, the respondent's following comment seemed to display *Laissez-Faire Liberalism* tendency because of her interest in learning English in the university. As showed below:

"At that time, I have no intention of being an English teacher, just learning English for anything. You can seek a job in a company. I think learning languages is fun and I think everyone should be able to learn that too. Yeah, it means English for me is valuable". (Mrs. AAL's initial interview, 24/07/2019)

The word "language learning" may portray language in general, not only English. Meanwhile, the sense of "valuable" perhaps represent *Laissez-faire Liberalism* that English and other languages do not have potential dangers and harms to other languages existence (Pennycook, 2000). Moreover, it seems to encourage individuals to be able to learn the same thing. Her sentence "should be able to learn that too" seems that she expresses her feeling about a great deal from mastering a foreign language, which have benefits between national and international uses Crystal (2003). Then, the use of noun "fun" showed her natural feeling, which rises language

choices to imply that English has a beneficial influence on her career development (Pennycook, 2000, p. 110).

In addition, the sentence "learning English for anything. You can seek a job in a company" may illustrate that the word "company" may be referred to "anything" in which she provided the example. Furthermore, the word "English" in her comment might imply as a language that has social classes (Pennycook, 2017). It is in line with her subjectivities that might also be influenced by a public figure when I asked her perspective of learning English in modern globalization:

"actually, you don't need to attend higher education to learn languages, because being able to master foreign language is not something that is spectacular now, especially just one, even though there are so many languages that we can learn more (,) you can see some public figures who didn't major in English but they are very fluent in speaking English, maybe because of their experiences of travelling abroad and so on. So it was really fun to learn and to be able to teach English". (Mrs. AAL's stimulated recall. 24/07/2019)

The sentence "mastering a foreign language is not something that is spectacular now" remarks that she realizes English is not a "threat" to other languages but rather as a language that many people learn it for specific purposes, for example, travelling. Thus *Laissez-faire Liberalism* seemed to symbolize her subjectivity of English as a natural phenomenon in the present day (Pennycook, 2000). Meanwhile, the word "public figure" implies that her subjectivities were influenced by the entertaining program, which talks about certain famous Indonesian people who can speak English fluently without taking English courses or majors. Crystal (2003) explained that

media broadcasting operates in many different ways to spread the medium of English.

Moreover, the sentence "public figures who didn't major in English but they are very fluent in speaking English, maybe because of their experiences of travelling abroad" also may contribute her subjectivity of learning English outside the classroom. The word "travelling" which constituted with "public figure" may imply other individuals' subjectivities successfully constructed Mrs. ALL subjectivity though their personal experience travel abroad. To Foucault, subjectivity can be produced by texts and other practices in the form of institution, personal networks and interests to create what is "being" maintained through particular social order (Bazzul, 2016; Walshaw, 2007).

In further investigation, the following quote further emphasized her subjectivities also influenced by curriculum policy texts, when I asked the position of English in the students' learning process:

"Why do you guys like K-POP (?) it's okay to learn other languages, but you should know that English will determine whether you can go to college or not. Moreover, In the exam, questions won't be any questions about Korean culture either. When you can speak English, you can continue to learn other languages" (Mrs. AAL's follow up interview. 12/09/2019)

She emphasized word of "should", which referred to "English" to the interconnection between English and knowledge embedded with it (Pennycook, 2000). The whole sentence of "English will determine whether you can go to college or not" strongly represented that national curriculum played a significant role to shape her subjectivity. As Lie (2017) explained that the possibility of inequality of English could be seen through the fact of

some schools with obvious needs to improve and achieved the competencies in English subject may prepare the students better for the national and international competition.

Above all, her subjectivity of English seemed to exemplify *Laissez-faire Liberalism* as a natural phenomenon that does not have a potential threat to other languages in her professional background and personal understanding the widespread of English (Pennycook, 2000). On second thought, education curriculum may successfully construct how oppressive and exploitive national policy text affected Mrs. ALL's subjectivity to look English as a subject.

2.2.3. English Linguistic Imperialism

The data showed that Mrs. ALL's subjectivity probably constructed *English Linguistic Imperialism* category through her individual experience and education background:

"I ever took TOEFL test in Surabaya. At that time, I just help my fellow friend for joining the test because she was afraid to enter the room by herself. So, she paid my registration, and I entered the room with her. my friend needed the TOEFL certificate for postgraduate registration"(Mrs. AAL's follow up interview 12/09/2019)

The word "TOEFL" plausibly illustrated English seemed to be promoted through the English proficiency test for fulfilling document registration (Phillipson, 2000). Moreover, TOEFL licence probably not only as a proficient test but also to explore how their experience of learning and using someone's else language (Kramsch, 2006). In addition, the sentence "my friend needed the TOEFL certificate for postgraduate registration" probably implied that the use of English proficiency test like

TOEFL for formal education seemed to heighten perceptions, idealizations, and stereotype. In this case, higher education students might be expected to acquire English as soft skills of communication to make sure that they could be competitive in knowledge economy to find a job (Kubota, 2011). Hence, such this western product allow them to gain many economic benefits from the massive use of such that proficiency test in education (Crystal, 2003).

Regarding her experience took the English proficiency test, the following statement explained her subjectivity toward the appropriation of English skills test for academic purposes:

"I think TOEFL or such English proficiency tests was profitable for us. I mean, most of higher education requirement needs such that proficiency certificate, so we can publish our journal both national and international publisher"(Mrs. AAL's follow up interview. 31/07/2019)

The sentence "so we can publish our journal both national and international publisher" raised *Linguistic Imperialism* that English interlocked with higher education purposes, where English used as a primary language of journal writing (Phillipson, 2016). Further investigation, Mrs. ALL's individual experience might shape her subjectivity when I asked her how English influenced her life:

"Of course, there were many influences in my life after I was learning English. For example, I have to send some emails in English. At that time, someone asked me to do a review in her publication research conference. My writing itself helped me a lot to stimulate my knowledge especially grammar, every idea in paragraph"(Mrs. AAL's follow up interview 19/08/2019)

The sentence "someone asked me to do a review in her publication research conference" perhaps socially contributed to constructing her subjectivity in increasing her desire to learn English. Moreover, the sentence

"asked me to do review" illustrated social network between her and Mrs. ALL in which develop Mrs. ALL's career advancement for global competitiveness in English such as her knowledge in English could serve profits for publication (Kubota, 2011). Besides, the word "publication research", which bounded with "writing" above also indicated that English proficiency served national and international education purposes where English gained wider recognition in academic development (Kubota & McKay, 2009). In addition "writing" which bounded with "grammar" and "every idea in paragraph" might engage a particular system that established discourse practice like *a priori* set of rules of certain formation to produce particular subjectivity (Walshaw, 2007).

In a similar vein, her professional background when she was applying document for teaching at school also emphasized her subjectivity, which indicated *English linguistic imperialism* that constituted through worldwide promotion English:

"Oh, I remember that now, if I am not mistaken, in 2010, I ever took TOEIC test miss for completing my curriculum vitae in English teacher application. I paid 350.000 for that. my score was 513, that's what I did before joining ASN (Aparatur Sipil Negara)"(Mrs. AAL's follow up interview 31/07/2019)

As represented in the excerpt above, the existence of "TOEIC" here seemed to display that western product from the US gained an important role to develop professional interest (Phillipson, 2000). Furthermore, the word "I paid 350.000 for that" probably illustrated that English was explicitly marketed through proficiency test as the solution for the economic

development of Inner Circle English (ICE) (Phillipson, 2000). By the same token, Phillipson and Skutnabb-Kangas (1996) explained that most of the business interests and shapes like academic and business administration, job services, and related development could be seen as an investment for both UK and US.

In sum, *English linguistic imperialism* subjectivity embedded in Mrs. ALL's subjectivity to reveal how English constituted with global capitalism through English proficiency test in her professional background, development, job administration, and services. Hence, such that western product played an important role to reinforce an individual's perception, emotions, and experience.

2.2.4. English As a Global Language

While acknowledging the power of English and its dominance to the world civilization, it would have been important to assess what language rights teachers are and what they are supposed to do for reconceptualizing their understanding as professionals and involved leaders who are responsible to open access the globalization with English (Phillipson, 2000). In this case, *English as Global Language* seemed to display Mrs. ALL's subjectivity of the spread of English, when I asked her perspective of learning English in her daily life. As written below:

"I think English is not something new anymore. I mean English has beenglobal, you go everywhere, you read anything, you listen to something, you meet English. For example, in television, newspaper, music, movies, entertainment. Let say when we open the packagingsnack or packaging instructions. It is always written in Indonesia and English ".(Mrs. AAL's initial interview. 24/07/2019)

The word "global" which constituted with the sentence "you go everywhere, you read anything, you listen to something, you meet English", here may represent her confession in the spread of English in the media such as music, internet webs, websites, popular cultures and so forth. Her subjectivity seemed to be relevant with Crystal (2003) pointed out the media electronics present to achieve global audience, it is notable how often English is written in various messages to gain maximum impact of English. Moreover, the lexical choice of "global" could be referred to the domination of English. In a broader sense, Mrs. AAL considers English is good for herself in grasping product information. Thus the spread of English may illustrate Mrs. ALL to produce *Ideological* and *hegemonic* subjectivity in which the existence of English allows her to "stigmatize, rationalize, and naturalize" of what as being dominant (Phillipson, 2016, p.43))

By extent, when being asked regarding English in this modern globalization, Mrs. ALL still looked like to display *English as Global Language* subjectivity:

"Not everyone learns English, that's why I'm really thankful for myself in mastering English right now because I think English is a popular language recently. I know I shouldn't be satisfied, I should make an improvement to adapt with globalization nowadays (,) I don't know much about what's going on lately than the students, they are really good at it".(Mrs. AAL's stimulated recall. 24/07/2019)

The excerpt "I'm really thankful for myself in mastering English right now" which constituted with the sentence "I think English is popular language" probably showed English as a symbol of progress, which English brought particular assumption like a blessing in her professional career

(Bunce et al., 2016b). Furthermore, the sentence "to adapt with globalization nowadays" above explains how an individual comes to depend on English in their "economic and social well-being" (Crystal, 2003 p. 30). In fact, her confession may imply the English language has permeated deeply into the international domains of political life, particularly in education seemed "taken for granted" (Phillipson, 2000). The convenience represented in "I'm really thankful for myself in mastering English" may provide a message that being proficient in a foreign language have been imported as modern or efficient language as a site of struggle over the widespread of English (Pennycook, 2017).

By and large, her subjectivity of widespread English revealed by the following comment, when I asked her previous personal understanding about "English is everywhere":

"what I meant by everywhere is that ..likeI have explained to my students, how English has existed everywhere. By mastering English, they will know simple things, such as warnings on the road, in public places, for example, stop, pull and push." (Mrs. AAL's reflexive interview. 12/09/2019)

The word "everywhere" perhaps to display English as a symbol of consumerism, where every place addressed in English to facilitate and to give information for those people who did not share the same language (Bunce et al., 2016a). Furthermore, the spread of English perhaps illustrated from the sentence "By mastering English, they will know simple things, such as warnings on the road, in public places".

Her subjectivity explained above seemed to be relevant with Graddol (2006) demonstrated that individuals could not operate the consumer society to make certain choices expected of citizens. Otherwise, the individual needs to participate in the new economy as a worker and consumer. Additionally, the sentence "warnings on the road and signs in the public place" still represented *English as Global Language* to display the global of English were used and learned in different contexts of education and society (Coleman, 2016).

In fact, when I attended classroom observation, Mrs. ALL attempted to emphasize the global spread of English at 12th grade since they were preparing a national examination:

"Mrs. AAL: you are already in 12th grade, guys. If you don't have any spirit of learning English, you will not enter university, which you have dreamed of. You can learn English from western music, movie as I did for improving my English skills. So, don't give up guys.

Student: yes, mam" (Mrs. AAL's classroom observation 16/09/2019)

The marked sentence "You can learn English from western music, movie, as I did for improving my English skills", seemed to display English as a symbol of consumerism, where she motivated her students to improve their English skills through western music, movie (Bunce et, al. 2016). Moreover, western movies and kinds of music based on the excerpt above probably indicated that English had been gained wider recognition in terms of education knowledge. Thus Mrs. AAL likely suggested her students learn English as self-investment to obtain better education (Lin, 2014).

To summarize, above all Mrs. AAL comments tended to explain how English poses a significant difficulty in her and students' daily life and to suggest that English can be empowering for their and her personal life. In conclusion, the global spread of English plausibly constructed Mrs. AAL's subjectivity in the way of viewing English in social contact and its application in real life (Phillipson, 2000).

2.3. Third participant (AMM)

2.3.1. Colonial Celebration

Based on the data interview, Mr. AMM's subjectivities tended to represent *Colonial Celebration* might construct through professional background, individual experience, and previous education. First, his professional histories perhaps contribute to shape his subjectivity, when I asked him about his impression of English:

"The first and for most is English is the international language. According to the research, English is spoken by more than millions of people in the world, and it is internationally recognized and internationally spoken". (Mr. AMM's initial interview 8/08/2019)

The word "the first and for most" perhaps showed the geographical spread of English. As Pennycook (2000) explained that the global spread of English, which could make English become a marvellous, precise, vivid and subtle expression of thought and emotion that has no equal either past, present or future. Further, the word "according to the research" tended to show he adopt individual subjectivity to view English as an international language. His subjectivity looked like what have suggested by Walshaw that individuals are socialized through hybridity, worldview, and "as a

phenomenon" (Walshaw 2007). Meanwhile, the respondent was excited to learn English because of his previous school, when I asked his first impression of learning English:

"yeah junior high school was the first time I knew English, and I thought it was fantastic because it was the first foreign language I learned. So it was a new thing, a new language, new different language from my mother tongue" (Mr. AMM's initial interview. 8/8/2019)

The adjective "fantastic" in the comment above, perhaps illustrated that she considered English led happiness and advantage compared to his mother tongue (Pennycook, 2000). In line with this, Monfared (2018) stated that the "attitude" could be classified into "cognitive (perception and knowledge people), affective (feeling, moods, emotion, sympathy) and behavioural (physical and intention behaviour) (p. 3). Thus the spread of English influenced his subjectivities through his affective attitudes. Besides, the sentence "it was the first foreign language I learned. So it was a new thing, a new language, new different language his subjectivity also perhaps celebrated "intrinsic" language, which the nature of language carried qualities superior to other languages (Pennycook, 2000, p. 108).

Mr. AMM's subjectivity also can be traced through language choices. The use of English not merely as subject matter since primary school but also it is also an important process to construct subjectivity (Pennycook, 2017). In this case, when the researcher asked Mr. AMM's experience of learning English when he was a high school student:

"English is taught for a whole grades of senior high school and Arabic was taught only one year because minor subject, so that I rather choose English than Arabic because my knowledge in Arabic was so little and I was good in English at that time I don't want to become (X bossfull X), but to me, English is more prestigious than learning Arabic, sociology, and history "(Mr. AMM's stimulated recall. 8/8/2019)

The remarked word "prestigious" could show his affective attitude while mastering English in certain education processes. Moreover, *colonial celebration* still embedded in his subjectivity to expose English as a mirror prestige in society, which social position and further education have played a significant role (Pennycook, 2017). What it does mean, because junior high school was his first experience to learn English, his individual goals and motivation for learning English seemed to be related to his education level to enhance his language proficiency of English. In addition, his perspective regarding English was "prestigious" influenced by his social environment in Madura:

"In the 1990s in Madura, there were very few young people after graduating from senior high school directly continue their education in the university. I was lucky at that time. Moreover, English seemed to be a good department because not all people could enter because most of them can't afford it. So whoever in my region took English in higher education, they considered as a genius person" (Mr. AMM's follow up interview. 16/09/2019)

The sentence "English seemed to be good department because not all people could enter because most of them can't afford it" perhaps illustrated that his subjectivity of considering English as prestigious language came from socio-economic in his homeland. In this case, the word "cannot afford it" may refer to "wealth" which attached in his perspective in promoting English for the larger benefit of education (Pennycook, 2000 p. 109). In addition, the word choice "genius" may illustrate that his neighbour's

assumption in Madura considered English department as the place for high intellectual people (Bunce et al., 2016b). Meanwhile, his motivation for choosing English as his major subject in the university was also influenced by his English teacher in high school:

"my English teacher was the one who suggested me to choose English department. He said to me, if I entered English department, it means I am genius. He also said to me that English is the best choice which can change my whole life" (Mr. AMM's follow up interview 18/10/2019).

The sentence "my English teacher who suggested me to choose English department" strongly indicated that his teacher partly influenced his subjectivity of viewing English. Moreover, the word "English is the best choice which can change the whole life" perhaps portrayed *ideological* subjectivity proposed by Phillipson (2016) which illustrated beliefs and attitudes to glorify the dominant language. In addition, his English teacher's subjectivity in the excerpt above perhaps attempts to influence his student to believe that English will bring joy in Mr. AMM's future and to challenge his self to get specific advantage from majoring English, especially becoming English teacher.

By the same token, the choice of language preferences also demonstrates Mr. AMM's subjectivity in English teaching. Understanding specific influence in which the teachers engage with language and culture, dominant language have obscured the growth of minority language, considering them as a normal phenomenon to study rather than culturally and educationally situated that social practices are constructed. During the

initial interview, he answered my question fully in English, knowing his ability to speak English, I asked his understanding of English varieties:

"I know a lot of accents haha...I mean such as American, British accent, Australian accent, North America, but I prefer to use an American accent. and to my understanding American and British accent are major English accents"(Mr. AMM's initial interview.8/8/2019)

From English accent, his comment above "American, British, Australian and North America accent" appeared as Inner Circle English (ICE). Additionally, the additional comment "American and British accent as major English accents" portrayed that inner circle English (UK and US) has been hegemonic in his professional background(Wahyudi, 2018a, 2018b). Moreover, the word choice of "prefer" illustrated *linguicism* and *exploitation* subjectivity in which he favoured one language of using standard forms of dominant language with convertible linguistic capital (Phillipson, 2000).

When I joined Mr. AMM's classroom observation, he seemed to pronounce every word in an American accent:

"Mr. AMM: can see you see that? /kæn//jʊ//si://ðæt/ ?
Mr. AMM : do you know how many seasons in American?
/du://jʊ//noʊ//həʊ// 'men.i// 'si:.zən//in//ə'mer.i.kə/?
Student: four /fɔ:r/"(Mr. AMM's Classroom observation 16/09/2019)

Every word transcribed above might represent his subjectivity in language preferences by emphasizing every word in an American accent. Furthermore, he seemed to favour the American accent, which his attitude linked with his behaviour in the classroom practices (Phillipson, 2016).

In further investigation, when I asked Mr. AMM's experience of learning English in his secondary school, *colonial celebration* portrayed his subjectivity of regarding UK and US as "legitimate accent" was affected by his English teachers pronunciation (Wahyudi & Chusna, 2019). As represented below:

"When I was a student, my English teacher in senior high school rarely to teach us speaking, I think she spoke English in American accent due to it has a clear pronunciation. At that time, when speaking time, my teacher also did not correct our pronunciation when the student mispronounced. That's what I remember, and I could not remember it because the memory was so long time already, sorry" (Mr. AMM's follow up interview 16/09/2019)

From the sentence "American accent due to it has clear pronunciation" indicated that his English teacher influenced his subjectivities to follow American native-like. Moreover, *colonial celebration* portrayed in his subjectivity of American accent was legitimate accent (Pennycook, 2000). Furthermore, the implementation of the 1994 curriculum, as well as *the Meaning Based Curriculum* in his secondary schools, could also construct his subjectivity. The 1994 curriculum designed by Ministry of Education and Culture to improve student four skills (reading, listening, speaking and writing) by providing their interests of language development, vocabulary mastery and grammar (Lie, 2017; Mistar, 2005; Wahyudi, 2018a).

Besides, his subjectivity partly might be influenced by western movies and music, when I asked her experience of learning English through his hobbies:

"I like to listen Bon Jovi, N'sync, Backstreet Boys, and Selena Gomez In some ways yaa let say like listening to music I sometimes use some words or vocabularies. Sometimes I teach the students about the grammar from the western song "(Mr. AMM's initial interview 8/8/2019)

From "Bon Jovi, N'sync, Backstreet Boys and Selena Gomez" may represent that his subjectivity to consider American accent as a legitimate accent through western music. In fact, songs of Bon Jovi, N'sync and Backstreet Boys music were written in English as the first language of uttering the lyrics. Moreover, those music group also came from American, where they use American accent to display their identity. It is also indicated that the spread of English through popular western kinds of music (Crystal, 2003). The sentence of "I teach to the student the grammar from the western song" seemed to be relevant with Crystal (2000) explained that the words of popular songs "were being learned by heart" and reproduced varying accents (p. 101). Thus western trend kinds of music exposed his subjectivities of adhering native-accent. Meanwhile, in the case of western movies as part of affecting his subjectivity, when I asked his favourite western movies, past and present:

"I have ever watched The Post, Imitation Game, The Lord of the Rings series. In fact, I like to watch western movies like them which had already achieved various award like Oscar, Cannes, box office. We not only enjoy the film but also think about what inside the movie"(Mr. AMM's initial interview. 8/08/2019)

His lists favourite movie perhaps contribute his subjectivity since the movie used American accent as a medium of communication. Moreover, Oscar, Cannes and box office may be justified that the spread of English was produced by Hollywood movies production, which used

English as language-oriented. It is also in line with Crystal (2003) stated that English language movies still dominates on a small movie production aimed to achieve a huge audience. Additionally, film awards also gave strong English language production other than movie production.

All in all, his subjectivity seemed to illustrate *colonial celebration* from several factors such as personal education, experience, hobbies, which exposed he as a person who accepts the ideological effect of the global hegemony of English in his career development (Pennycook, 2000). Besides, *linguicism* appeared as part of his subjectivity due to his favour to raise American accent as a legitimate accent.

2.3.2. Laissez-faire Liberalism

Based on data interview, Mr. AMM looked like to present *Laissez-faire Liberalism*, which individual's subjectivities will assume English in use brings positive effects to his/her language competence such as education system, career advancement, or cross-cultural understanding (Pennycook, 2000, 2017). In this case, his subjectivity tended to show this category, when I asked his impression after mastering English in his post-graduate degree:

"nothing special hehe..but sometimes I felt blessed that I can learn English in my life. You know that in modern globalization right now it is very important for us to involve some occasions events like looking for a job or making friend with other people around the world, so that's it"(Mr. AMM's follow up interview 18/10/2019)

The sentence "nothing special" seemed to express that his *Laissez-faire Liberalism* subjectivity viewed the spread of English as a neutral phenomenon, which constituted with globalization (Pennycook, 2000). Consequently, the word "bless" emphasized his feeling, which produced "*unequal rights*" for speaking of different languages (Phillipson, 2016 p. 44)). Furthermore, the word "globalization" which constituted with "English" may represent that the existence of English often symbolizing for globalization theme (Cystal, 2003). Additionally, the sentence "looking for a job and making friend around the world" illustrate that his subjectivity to point out "globalization" as a common example. Similarly, his subjectivity in the sentence "very important" reflected the term of true believers in English who demonstrate that English should inspire the whole professions (Bunce et al., 2016a, p. 7; Phillipson, 2017).

By extent, his subjectivity may also be influenced by his professional development where he was sent by his school went to Australia for exchanging English teacher program in two months, when I asked him about what he got from English:

"In 2009, I was a lucky person that sent to Australia for two months. At that moment, I made many friends with foreigner people and was able to communicate with them. I think I gained the benefit from English"(Mr. AMM's initial interview. 8/8/2019)

The stressed word "lucky" seemed to express his feeling became the candidate of exchange English teachers program. Moreover, the sentence "made many friends with foreign people" may imply that he gained the advantage of English for intercultural communication. Besides,

Pennycook (2000) represent that *Laissez-faire Liberalism* supported the benefits of English, which contribute two values, international intelligibility and historical identity. Thus his professional development through English teacher exchange program could also shape his subjectivity.

For instance, language practices in the classroom often raise power issues which unexplored by language teachers and students. It can be considered as one the aspects influencing English teachers attitudes, behaviour and experience toward English, which tended to emphasize the importance of English in their life especially in professional development (Pennycook, 2012). In the same vein, Mr. AMM's subjectivity was also influenced by his perspective of English use:

"I believe people who can speak English they will have more self-esteem in their future career, and other people will think of me or whoever as smart students because they can speak a foreign language"(Mr. AMM's initial interview 8/8/2019)

Through the sentence "who can speak English, they will have more self-esteem in their future career" may still portray *Laissez-faire Liberalism* in which he agreed that mastering English will have a beneficial impact (Pennycook, 2000). Furthermore, the word "will have more self-esteem" strongly indicated that his subjectivity in English which has a high value in the sense of improving self-pride. His subjectivity seemed to be relevant which Lin (2012) explained that English teachers are considered to be more aware of the effect of English and to a certain matter how the English language plays a significant role in their life. In

contrary, his subjectivity in the word "believe" looked like indicated inequality space between dominant and other languages (Phillipson, 2016). In addition, the sentence "other people will think of me or whoever as smart students" likely illustrated *subtractively* process, which offered desire, and sufficient for student's own good (Bunce et al., 2016b).

Besides, his subjectivity still to display *Laissez-faire Liberalism* when I asked him about his professional background in the sense of the process of English influence his individual thought before and after attending English teacher exchange program in Australia:

"okay in Australia, we learned English, we learn not only the language but also the culture(,) what we have learned for English culture is that English people they like to be discipline they are trustworthy and they are independent that's what I have learned from English people through English trustworthy, independent, punctual" (Mr. AMM's follow up interview 8/8/2019)

The word "culture" may represent that his subjectivity tended to show *Laissez-faire Liberalism* subjectivity because he shared the beneficial and neutral function of English in which it did not only function as a worldwide language but also a source of learning western cultures (trustworthy, independent, punctual) there. Hence, the highlighted word "learn" emphasizes that English is considered positively as the language of beneficial in EFL education, as a gatekeeper for enhancing better profession (Pennycook, 2017). At the same time, the underlined word "culture" suggests the significant effects of western cultural norms, which probably meant he wanted to apply western culture on his daily life. This opinion means that western culture especially in Australia partly constructed his

subjectivity to adopt ideology and the politics of English politically (education and employment system) and culturally (cultural behaviours) (Walshaw, 2007). Thus his subjectivity may be shaped by individual's sociocultural experiences through his/her ideas about language itself, the purposes and values attached to certain codes, hierarchies of linguistic usefulness, the way how identities and point of views are interconnected each other (Pennycook, 2012; Walshaw, 2007).

Overall, his comments above are clearly the benefits of English can serve and on the effectiveness of globalization, particularly in gaining international intelligibility. In conclusion, Mr. AMM is categorized as *laissez-faire liberalism* person, who had conceded the necessity of English in terms of economy, education and self-improvement (Pennycook, 2000).

2.3.3. Post Colonial Performativity

Based on the interview, Mr. AMM represented *Postcolonial performativity* subjectivity since his perspective of English has a similar tendency to resist western tradition in native-norms, when I asked his impression of speaking English with a local accent:

"For me, the point of teaching is communication(.) In this case as long as they understand each other it's done, it is okay if there is/are English teacher(s) speak English in Javanese accent or Madurese accent as long as the student enjoyed it and they understand that's good" (Mr. AMM's initial interview 8/08/2019)

The excerpt "It is okay if there is/are English teacher(s) speak English in Javanese accent or Madurese accent" above seemed to illustrate that Mr. AMM was more tolerant toward English diversity (Pennycook, 2000). His

subjectivity seemed to be relevant, as suggested that native-norms is not necessary for EFL communication (Kramsch & Lam, 2013). Furthermore, his subjectivity which represents English in the local accent may be constructed by his fellow English teacher who speaks in the same way:

"Is it happen to me.. Even a bit worse, I thought. My friends, there was a female and male English teacher who speaks English sounded like Javanese accent and used good grammar construction. Still, I got the point"(Mr. AMM's follow up interview. 31/10/2019)

From the sentence "female and male English teacher who speaks English sounded like Javanese accent" may imply that Mr. AMM's subjectivity was more tolerant of other English teachers accent. Furthermore, his perspective tended to appreciate linguistic diversity probably considered as a site of struggle over the dominant language in which native-speaker skill universally marketed (Braine, 2013; Phillipson, 2016). Additionally, the sentence "still, I got the point" seemed to display that Mrs. AMM gained mutual intelligibility. Besides, expanding circle country often adopt independent norms to facilitate intelligibility (Canagarajah, 2006). The sentence "my friend" may illustrate individual's sociocultural experience also can change their subjectivity through his/her ideas about language itself, the purposes and values attached to certain codes, hierarchies of linguistic usefulness, the way how identities and point of views are interconnected each other. To some extent, his students also have the potential to construct his subjectivity, as stated below:

"Some of my fellow English teachers speak with Javanese accent but good grammar. But some of the students use neither well acceptable accent nor

accurate grammar. But it is okay. I have no problem with that. they still need to learn"(Mr. AMM's follow up interview. 30/11/2019)

The sentence "neither well acceptable accent nor accurate grammar" perhaps implied that *post-colonial performativity* in his subjectivity regarded *hybridization* in language domination (Pennycook, 2000). Moreover, his tolerant perspective seemed to be relevant with Canagarajah (2006) that English which integrated with local languages can reflect our value and interests.

In that case, while I was joining Mr. AMM's classroom observation, there was emphasized word of the student in which seemed in incorrect pronunciation and accent, as stated below:

"Mr. AMM: the last meeting, how many season in the text, guys?

student: four season

Mr. AMM: what are they?

Student: spring, winter, summer and autumn"(Mr. AMM's Classroom observation 18/10/2019)

The stressed word "four", when the student pronounced that word, it seemed like /fo:r/ instead of /fɔ:r/². Furthermore, Mr. AMM probably did not correct their pronunciation because it clearly stated to mention how many seasons in the specific country in the textbook. Thus *postcolonial performativity* still embedded in Mrs. AMM's subjectivity because his behaviour did not correct students' pronunciation. Hence, it indicated *postcolonial performativity* even though he never studied literary theories before.

²The phonetic transcription source from <https://www.youtube.com/watch?v=0BlgydCujFY>. Accessed in 6/1/2020

In further exploration, Mr. AMM's subjectivity still perhaps represent *Postcolonial performativity* subjectivity, which he also used local culture in English literacy as a site of strengthening cultural resources of the students (Pennycook, 2000):

"Yes, I have. We can use English, but English doesn't abandon the culture in Indonesia. so how to strengthen the local culture through English how to introduce the culture to the youth teenager through English(,) we are globalised students(,) we are global citizens but we don't have to abandon where we are from in fact we have to love our local culture(,)"(Mr. AMM's stimulated recall 8/08/2019)

The use of the word "abandon" showed that this respondent is expressing the responsibility to protect local culture in Indonesia as students and his identity. The use of the pronoun "we" emphasizes the different social group in which preserves local heritage is an obligation for students, researcher and Mr. AMM to sustain global culture. By and extent, the Law no 14/2005 about lecturer and teacher as policy discourse may also influence his subjectivity, when I asked his perspective of teaching local culture to the student. As illustrated below:

"We have to teach local culture yeah because the Law said so. Even in a certain Law, there is a statement that being teacher should be bla bla bla, must be this, this, and this, if I am not mistaken no 14 year 2005. You can search it on the internet"(Mr. AMM's follow up interview. 16/09/2019)

In the sentence "We have to teach local culture yeah because the Law said so" imply that the certain Law of education successfully constructed as a subjected English teacher (Walshaw, 2007). It is in parallel with Foucault's that discourse actively constitutes them, which discourse acted like sets of

rules and provided the respondents with the knowledge what is possible to speak and do at the moment. (Walshaw, 2007).

To sum up, he is categorized as a *Post Colonial Performativity* person who has a positive attitude toward English and its local varieties. In addition, the school as an institutional practice, his fellow English teachers, his students, and policy discourse also contribute to shape his subjectivity in terms of using English in local varieties. At least, his behaviour has a tendency in this category since he attempts to be more appreciate an individual's linguistic background, although he had never studied post-colonial studies before.

2.3.4. English Linguistic Imperialism

Among three respondents, Mr. AMM's subjectivity was the most related in this category, which represent that *English linguistic imperialism* embedded professional development had a huge impact in global capitalism when I asked his personal experience went abroad (Phillipson, 2000):

"In 2003, I ever followed TOEFL test as one of the requirements for participating exchanging English teachers program in Australia, and my score was around 600, but at that time I failed because of the documents maybe"(Mr. AMM's initial interview. 8/08/2019)

The word "TOEFL" seemed to portray English as a marketed economy for fulfilling document administration (Phillipson, 2000). Moreover, the existence of TOEFL also seen as a concept of standard in language, which associated with ideologies, values, and interests (Phillipson, 2000, p. 94). In addition, global market aimed at strengthening English and other related

English tests proficiency perhaps illustrate how UK and US country promoting English to gain their economy development (Crystal, 2003).

By and large, his academic experience at post-graduate program might contribute to shape his subjectivity, when I asked his experience in research thesis writing:

"For thesis writing, the lecturer has its own standard what they have called as good or best writing in English. Especially with the main idea, topic sentence, punctuation, spelling and grammar, most of the lecturer were very sensitive with every single point should address well" (Mr. AMM's follow up interview, 16/09/2019)

The word "lecturer" implied as a successful subject which influences Mr. AMM's subjectivity to promote English as crucial language, which requires Mr. AMM have to use the right grammar in the right sentence (Phillipson, 2000). Moreover, "every single point should address well" might engage *normalisation* procedure that made both explicit and implicit by operating theories and practices in the classroom to keep particular practices in the right track (Walshaw, 2007). The statement "main idea, topic sentence, punctuation, spelling and grammar" that constituted with "thesis writing" may indicate that there was a discursive formation in which used to control what considered as "truth" in knowledge production (Ball, 1994; Barker & Galasiński, 2001).

Additionally, the use of word, style, structure and style of academic writing indicated that the institutional practice adopted ideological position, which to maintain construction, legitimation, and production of knowledge of what being called as text with good academic writing based on western

discourse, yet it was to support the importance of English publications in national and international matter (Canagarajah, 2002). By extent, it represented that Mr. AMM's lecturer may adopt western academic writing methods as a good qualification of good writing in students' academic writing course.

The following statement also possibly constructed Mr. AMM's subjectivity through academic writing course:

"One of my lecture in advanced writing course always motivated us by saying the benefits we can get if we join writing publication: credit numbers for ASN (Aparatur Sipil Negara), gained much money from publisher, or our paper can be presented in paper conference" (Mr. AMM's follow up interview, 5/12/2019)

Hence, the sentence "One of my lectures always motivated us" indicated that the lecture's subjectivity to classify the student according to their record of achievement for their professional background to have a better portfolio (Walshaw, 2007). Furthermore, the sentence "Credit numbers for ASN (Aparatur Sipil Negara), gained much money from publisher, or our paper can be presented in paper conference" may indicate that *English linguistic imperialism* represent not only meant for categorising or influencing Mr. AMM and his fellow friends in the university but also showed English certainly highly utilised in wide range of institutional standard (Phillipson, 2000; Walshaw, 2007).

In addition, "advance writing course" could be seen as special needs students indicator, which becomes their skills investment in fostering

students' knowledge and interests in order to compete in national and international competitiveness (Phillipson, 2000). That is to say, there was a way of fixing the structures and processes through the education system and dominant language play an important role in creating the parameters along with pedagogical practices (Walshaw, 2007)

All in all, *English linguistic imperialism* embedded in Mr. AMM's subjectivities to display how English marketed through western product, which UK and US have a huge effect on knowledge production such as English proficiency tests, academic writing context, academic and job administration, professional background and development (Phillipson, 2000)

2.3.5. English as a Global Language

Based on the data interview, his subjectivity tended to display that *English as Global Language* seemed apparent (Phillipson, 2000). The accommodation of structured rules of English confronts to the "dominant" varieties, that is American or British English. Relating to the interview notes, when I asked his perspective about the necessity of learning English in the present. As reflected below:

"Many people up to now have been using certain English accents if you look at the phenomena like in entertainment, films, songs, most of those industries are using American accent especially" (Mr. AMM's initial interview 8/8/2019)

The underlined sentence tended to show that his subjectivities of language ideology of being saying that the best language today is illustrated by

English, especially in an American accent. In fact, both American and British accent still dominant in western culture production (Crystal, 2003). The sense of "entertainment, films, songs" may imply such that media using "global" language as a medium of communication for achieving huge audience (Crystal, 2003, p. 4). In contrast, *colonial celebration* and *linguicism* still embedded in Mr. AMM's subjectivity, which considers American accent were so popular accent used whenever he explained the massive use of English.

In addition, the sentence "most of those industries" assumed that he looked like admitted English has a great deal of world knowledge, particularly in media entertainment. By and large, his comment above may also influence through his standard regarding quality of entertainment:

"okay my first criteria is the movie getting Academy award and second is blockbuster so many people watch the movie(,) some people said that Oscar movie is complicated yes it is complicated because we have to think. I think it was good because there was a meaningful message behind the movie"(Mr. AMM's follow up interview. 25 October 2019)

From the sentence "my first criteria" strongly assumed that his subjectivity to show *English as Global Language* identity in which the impact of English has been dominated in his perspective on media, internet, and technology (Phillipson, 2000). His subjectivity above seemed to be relevant with Crystal (2003) explained that English could be made as a global language because it is to be used as medium communication in such domains such as law courts, internet, the media, government and educational system. Thus, his subjectivity in this category may be influenced by the sentence "Academy awards movie", which illustrated English gained a special role. In addition,

his comment above about certain qualities of entertainment indicated English as symbol consumerism where movie awards determined which movie was worth to watch. In this case, consumerism was not simply a consumptive product, but also entertainment information which can raise western domination.

In further investigation, his subjectivity may also come from the real impact of English in global competition nowadays, which appeared English gained official status when I asked regarding the important thing of mastering English:

"We are now living in very competitive era and a language especially English is one of very crucial for everyone of us to compete in this case if we learn English and mastered English well I assume that person will be able to compete with other people, so people or anyone required one skill to conquer the world. So English so very important"(Mr. AMM's initial interview 16/09/2019)

The sentence "we are now living in a very competitive era" may assume that *English as Global Language* represents how English has a competitive indicator of being a successful competitor (Phillipson, 2000). Moreover, the sentence "mastered English well I assume that person will be able to compete with other people" may represent that English is seen as social forces of individual lived experiences where language competency skills is necessary for achieving better work and career in the Neoliberal era (Kubota, 2011). Moreover, it seemed inevitable that a global language eventually to be needed by people than other languages (Phillipson, 2016).

By extent, the account of English spread in expanding circle, developing how individual subjectivity influence other subjectivity, how it

can be very useful for promoting subjectivities, and how it is politicized by the powerful institution. To the question "It is required or not, it is worth it or not for your students or everyone else to learn English?", the quotation below indicates that his subjectivity is seemed emphasizing the importance of the global status of English for students in the contemporary world:

"English is a language it is a media. media means facilitate us so if we think English is important for us we can learn it(.), if people surround me, didn't think English is important for them, why should I bother them to learn English(?) it is matter of use function purpose if they had purpose of learning English they will learn it"(Mr. AMM's stimulated recall 8/8/2019)

The word "English is a language, and it is media" seemed to point out the "*structural*" subjectivity, which illustrated as material resources embedded the dominant language (Phillipson, 2016 p. 43). In other words, it exposed that English not only as the representative of thought and feeling but also as the vehicle of developing entire human sources. Additionally, the word "media" seemed to pin his subjectivity of "choice". It can be seen from his whole comment that said the learners must have subjective goals of learning the language to achieve their goals.

In the last minutes of the interview, his subjectivity may be influenced by constitution discourse, when I asked his perspective about English embodied with the globalized world:

"It is clearly stated National Constitution 1945 said that -in order to advance general prosperity, to develop the nation's intellectual life, and to contribute to the implementation of a world order based on freedom, lasting peace and social justice. It means that only English that can develop human resource of Indonesia"(Mr. AMM's follow up interview 16/09/2019)

From the sentence "to develop the nation's intellectual life, and to contribute to the implementation of a world" assumed that Constitution of 1945

successfully affected his subjectivity of using English to participate in national and international competitiveness. Besides, individuals' subjectivity can change every time and everywhere, individual view of lifeworld seems to have constituted through national discourses (Walshaw, 2007). As a result, he cannot think outside knowledge production although there was a relevant discourse which proposed against westernized context.

Above all, Mr. AMM is labelled as someone who obtained *English as global language* subjectivity in which he considered the needs of learning a foreign language for achieving specific goals. In addition, music and song festival awards, the national constitution of 1945, his individual experience successfully influenced his subjectivity of viewing *English as the global language*, which linked to the economic, technological and power (Phillipson, 2000).

2.3.1. English in the future

The data showed that Mr. AMM's subjectivity tended to show *English in the future* subjectivity in utilizing using for future survival when I asked his attention to teach his children to learn English:

"I have three children, the older one doesn't want to learn English, because she said it was difficult for her. the second one, he liked English a lot, because he encountered English in every game he played. This is my hope only that my children can learn English for their future life. So, I only teach English in my second child"(Mr. AMM's initial interview 8/8/2019).

It can be seen through the word "game" which constituted with the sentence "he encountered English" may represent a global trend that constituted with

technology, globalization and immaterial economy where Inner Circle English (ICE) UK and the US tended to show trading pattern through English (Phillipson, 2000). Moreover, the sentence "he liked English a lot" which referred to "game" probably indicated that Mr. AMM's subjectivity influenced his son's perspective about English through the online game.

Further investigation, Mr. AMM's subjectivity partly constructed this category, when I asked his clarification regarded what kind of benefit, he wished for his children in the future through English language:

"I don't limit my children. It's up to them, what they want to be, I don't want to limit them. But if you ask my wishes, I hope they can be an entrepreneur or influencer such as translator, tourist guide, travel owner who can establish fieldwork for jobless people, especially who can speak English. You know that many people seek for a job anywhere recently. It's better for the upcoming generation to be creative people like that"(Mr. AMM's follow up interview. 01/02/2020)

The sentence "I hope they can be an entrepreneur or influencer" possibly illustrated his wish for his children, that could enlarge the workplace. It also suggested that English has an impact on the economic expansion (Phillipson, 2000). Therefore, field work such as "translator, tourist guide, travel owner...jobless people...who can speak English" perhaps inferred economic enlargement contributed to the spread of English.

Similarly, Mr. AMM's subjectivities to show *English in the future* may be constructed by his professional career to guess what would be the best thing for his children needs in their future life with English, when I asked him about his willingness and responsible as English teacher to his children:

"I hope someday my children like to learn English because of yaa.. you can see that the world needs a language like English. I hope at least they will understand English. That's for needs like entering postgraduate or doctor program maybe, and they need TOEFL maybe. Then, they have to know English"(Mr. AMM's follow up interview 18/10/2019)

The sentence "the world needs a language like English" in the excerpt above probably indicated that English might not lose its charm in the upcoming century, especially in higher education such as a postgraduate and doctoral degree. It also suggested that English will still become a dominant foreign language which has a high demand for cultural, practical, general for educational purposes (Phillipson & Skutnabb-Kangas, 1996). Phillipson (2016) explained that learning English is a foreign language in schools and universities often linked to better future life and employment opportunities.

In terms of classroom observation, Mr. AMM attempted to emphasize the importance of English as a foreign language in his student during the student did something in their textbook, as stated below:

"Learning the language is very important, everyone, especially English. You can understand, communicate and interact with many people using one language like English. So don't give up on learning English or other languages. Everything will come back to you"(Mr. AMM's classroom observation 18/10/2019)

The sentence "You can understand, communicate and interact with many people using one language like English" probably implied that his subjectivity tended to reproduce particular subjectivity based on his former education like in his higher education. Moreover, the keywords "understand, communicate, and interact" above seemed to be the final goal of learning English as a foreign language (Kramsch, 2006). Besides, Mr. AMM's

subjectivity indicated that his subjectivity about English in his comment above, possibly copied by his students (Devine, 2007).

To summarize, *English in the future* portrayed in Mr. AMM's subjectivity to pinpoint his desire to his children and his students in mastering English for their own different purposes. Hence, His subjectivity also possibly constructed through his previous experience and education.

B. DISCUSSION

The results of the study investigate English teachers' subjectivities in Malang city constructed many subjectivities in viewing the global spread of English. Analyzing data interview by using Pennycook (2000), Phillipson (2000), and Foucault's (1997) subjectivity concept, English teachers' subjectivities were possibly constructed through different individual experiences, personal histories and education or curriculum development.

1. English in Indonesian Curriculum Discourses

The analyses of particular policy documents such as the national education laws, syllabus, lesson plans were useful in order to explore in what way western domination manifested in Indonesian national education, especially foreign language learning. In the previous section, I discussed the implementation of curriculum 2013 in Indonesia, which possibly indicated the Ministry of Education and Culture adopted western curriculum design, which was Australian curriculum system.

The use of curriculum 2013 in secondary high school education was following the concept of Australian school, where *genre* used for achieving

particular goals in a social context. For example, Australian schools used *genre* approaches such as explanation genre, exposition genre, descriptive genre, etc., which directly associated with its function in social settings. In other words, the concept of *genre* was concerned with the relationship between language and learners' surroundings. Meanwhile, the syllabus of curriculum 2013 in Indonesia stated clearly about the use of *the Genre-Based Approach*. The indicators of that approach in recent Indonesian national education such as promoting local tourism, pursuing knowledge, skills, and progress that can improve national benefit (Syllabus Model of English Subject of Senior High School, Ministry Education and Culture, 2017). Those goals were relevant to the Australian school system, where the *genre* was useful for empowering their students so that they can understand each feature based on text type, which has served (Hyon, 1996).

By implementing curriculum 2013 in Indonesian national education's syllabus, the goal of foreign language learning at school was more directed. In other words, the use of various genre texts in the classroom practice might help both English teachers and students to fulfill the final goal of English learning. Moreover, *the genre* in curriculum 2013 syllabus served a variety of text types such as descriptive, narrative, procedure, exposition, etc., which accommodated with what the student needs most (Syllabus Model of English Subject of Senior High School, Ministry Education and Culture, 2017). On the other hand, English in this contemporary curriculum implementation seemed to portray as a symbol of progress (e.g., knowledge), consumerism,

and modernity (e.g., perception), which was considered as a language that can develop human resources through tourism promotion (See p. 41). Moreover, it also proved that western domination, which served capital product, remained powerful to influence the education system in Expanding Circle Country (ECC) like Indonesia.

The findings above, in accordance with previous research studied by Agustien (2013), discussed the analysis of curriculum 2013, which offered the genre-based approach as a curriculum cycle. Her critical discussion toward the adoption of the curriculum itself revealed that the GBA model adopted by curriculum 2013 in fact was suggested by Feez and Joyce (1998) as genre's researcher, which covered "1. Building about knowledge topic, 2. Learning text type, 3. Guided practice of using text types" (p. 53), 4. Independent of using text type, 5. Reflecting the text type and its use. Besides, the present study discussed the adoption of a new curriculum in high school education. At the same time, Agustien focused on three-level education, there were primary, secondary junior, and senior high school.

In addition, the former study was conducted by Sari and Wardani (2018) also discussed the construction of curriculum 2013 in secondary schools. The study yielded the curriculum content of syllabus was interrelated with a genre-based approach such as instructional design, assessment, instructional materials, which engage text types such as descriptive, narrative, news item, exposition, etc. The researchers further explained that the new curriculum pointed out the genre-based approach was connected with

technology-enhanced like using internet sources to promote active, engaging, and enjoyable teaching and learning. However, this study did not provide further exploration about how the curriculum 2013 was applied in Indonesian curriculum system. Thus the present study gave additional investigation on how genre-based approach as a part of western domination, especially Australian curriculum system, influenced curriculum 2013 in using text types for enhancing specific goals.

In the same case, the former study of Li (2017) has observed how English teachers' perspective toward the education policy of EFL in Chinese schools. A discourse of English in national curriculum policy also emphasized in developing human resources in China. Moreover, the implementation of the 2001 EFL curriculum standard was written in the syllabus, in which the genre-based approach was aimed to heighten students' knowledge through student-centered, task-based, and communicative skills. Moreover, She also stated that the use of the genre-based approach in Chinese schools also was evidence of social progress where the implementation of the westernized curriculum was possible to empower and create more just society. Thus, my findings supported Li's (2017) study about the enactment of education curriculum, which play an important role of determining intended national goals of its education through text.

2. Categorization of English Spread showed by English Teachers' Subjectivities

Table. 1.4. English Teachers' subjectivities

Respondents' Anonymous Name	Pennycook's (2000) categorization	Phillipson's (2000) categorization
Mrs. MLL	- Colonial Celebration - Laissez-Faire - Liberalism - Language Ecology - Language Rights - Post Colonial - Performativity	- English and equality in communication - Post-imperial English
Mrs. ALL	- Colonial Celebration - Laissez-Faire - Liberalism	- English as Global Language - English Linguistic Imperialism
Mr. AMM	- Colonial Celebration - Laissez-Faire - Liberalism - Post Colonial - Performativity	- English as a Global Language - English Linguistic Imperialism - English in the future

As have shown by the diagram above, all three participants have *Colonial Celebration* and *Laissez-Faire Liberalism* subjectivity from Pennycook's theory of the global spread of English as the most frequent category found in their responses. Some of the participants categorized as *Language Ecology*, *Language Rights*, and *Post Colonial Performativity* person due to their different educational backgrounds, which affect their responses. Meanwhile, *Language Imperialism* was not found in three respondents' data there was no specific answer indicated that western labels and products could threaten other local products.

Comparatively, two of three respondents have *English as Global Language* and *English Linguistic Imperialism* subjectivity from Phillipson's framework of English in the new world order. Some participants have *English and Equality in Communication*, *Post Imperial English*, and *English*

in the Future subjectivity due to their responses that support English varieties and the role of English in the upcoming future. Otherwise, *Approaches to "world" English*, *Conceptual Clarification*, and *Going Beyond Linguistic Imperialism* subjectivity were not found in respondents' data because this category highly represented for individuals who have been gained literary theories. Comparing to the Pennycook, many of his analytical frameworks discussed how individuals still trapped in the traditional view, which can change their whole life (e.g. personal experience, career, knowledge).

First, the table above showed that *Colonial Celebration* was one of subjectivity illustrated by three respondents' subjectivities in terms of glorifying the existence of English. They expressed their feeling through words such as proud, prestige, glad, and self-satisfaction. Moreover, it implied the different sense of feeling pride from respondents after mastering English. Besides, their subjectivities of English would arise from certain learning process implemented in their previous school, related hobby, or social experience, which showed that subjectivities was influenced by them.

In addition, Pennycook's (2000) *Colonial Celebration* of language preferences has revealed English teachers' subjectivities. All of respondents preferred to use an American accent than the British accent. It is influenced by an English teacher in their previous education. Moreover, all respondents assumed that American accent sounds clearly pronounce, easy listening and commonly used in other schools. For British accent, the respondents not

familiar with it, thus it might have difficulty understanding when they infrequently hear British native-like. Taking into account, it proves that subjectivity can help to concede teachers' beliefs in this category.

Second, my three respondents stated the neutral function of English globally in Pennycook's (2000) *Laissez-Faire Liberalism* category. They generally emphasized English as a language that can be used for their students to have intercultural communication, to improve students' knowledge both written and spoken literature, and to help them match their language use to their purposes. In conclusion, this category implied English teachers have shared their perspective on explaining why English is now so widely used to increase both as self investment of the student.

Similarly, my findings shared similarities with study conducted by Lee (2016) focusing on English in modern globalization highlight the necessity of English to decrease Korean Citizens' inconveniences feeling in understanding English. The scholar investigated fifteen women local citizens aged 60-70 years old in South Korea to express their perspective about English to their grandchildren's education. All of them agreed about the benefits of English, which can help their grandchildren's career in employment opportunities. Besides, the fifteen respondents revealed that English knowledge is necessary to understand texts and words English in commercial text and printed media. However, my current study supported this previous study in which the respondents share the same necessity in

learning English. Hence, *Laissez-faire Liberalism* in the present study gave more nuance analysis toward previous study.

Third, Pennycook's (2000) *Language Ecology*, which represented Mrs. MLL's subjectivity about the position of local language in the present status was threatened by English. The data showed before majoring in English, she often uses short conversation in English while she was communicating with her sons such as *c'mon my boy pray at night, good morning, and take care of boys*. Moreover, she did not teach her children local language because she was afraid her sons considered it less popular languages. After majoring in English, she realized that her nationalism status reduced and tended to prefer to use local language to his sons. In this case, Mrs. MLL attempted to aware to the potential harms and danger of English toward local language status in Indonesia.

On the other hand, Coleman (2016) conducted study about English as naga language in Indonesia, found that English is more often used as medium instruction especially at bilingual schools in order to improve students' knowledge in various texts. For those who speak local language as medium instruction either teacher or student in bilingual school program, they experienced embarrassment. As the result, local language regressed into becoming as media for communicating with local society who share same local language outside formal education. In conclusion, the existence of English raised to threaten the status of local language in which Coleman's study and my respondents shared unease feeling in using local language.

Fourth, Pennycook's (2000) *Post Colonial Performativity* category was constructed by two respondents viewing English in a local accent that was unproblematic and acceptable. This category assumed that Mrs. MLL and Mr. AMM have more "positive" attitudes of English especially in native-speaker like. In other words, they did not mind if there were any English teachers spoke English using local accent. In fact, in the classroom observation and interviews, they did not really speak in that accent but rather the pronunciation of words in which they said in American, the way they uttered English words in front of the student, their accent sounds more in local accent. Their subjectivities about English varieties showed a tendency towards *post colonial performativity*, where they tried not to exclude other English varieties like Javanese-English, Madurese-English, Indonesian-English and so on although they have never studied cultural studies like post-structuralism.

Mrs. MLL spoke English in a local accent to show key role of successful communication can be measured if other people understand what we speak (mutual intelligibility³). Another purpose is she attempts to introduce her students that different regions will establish different varieties of language. Thus she did not feel insecure to speak English in local accent in the classroom, because she knew the various accent in each region or country originated from cultural differences. Moreover, her subjectivity to show high nationalism is shown through telling her journey experience go to

³Mutual Intelligibility is a situation where two or more speakers of languages (or languages that are closely related) can understand each other.

local destinations in Indonesia than cross-cultural in foreign culture, aimed to heighten students' nationalism. Besides, high nationalism might influenced her life choice in many aspect like introducing local tourism in front of her student than western culture.

The finding of Mrs. MLL's data findings above shared similarities with study conducted by Lee (2014) investigating his own subjectivity. Lee acknowledged that he became a non-native English speaker is a mixed blessing. He rather showed that he spoke English as a foreign language in his local accent, even though the first time he felt timid in front of his students. On the other hand, he constantly reminded himself not to cover his nationality to reduce his addictive perspective about English. However, the difference of theory used both Lee and my research yielded my finding supported his former study on explaining individuals' attitude toward the dominance of English.

Similarly, Mr. AMM also revealed that he did not mind if other English teachers were speaking English in a local accent. Convincing interview data and classroom observation, his accent sounds like he localizes American accent in his local accent. It is also proved that localized English affected by individual linguistic background. The data cannot find what local accent he is following. However, the stressed/unstressed words in his utterances seemed far from the native-speaker model. The fact that he

argued speaking English in local accent led him to become more tolerant of English variety.

Teachers' perception native-model in local accents also have been studied by Luo (2017), Nguyen (2017) and Chan (2017). Luo (2017) investigated 73 Taiwanese English teachers who have taught in English subjects from two to ten years in doctoral degrees through online questionnaires. She found that two participants practiced less-standard English in terms of pronunciation and vocabulary use. Similarly, another respondent commented she did not follow any norm of English for teaching English and do not care about accent and spelling as long as the student got the meaning across. In other words, two respondents tended to use their own accent as a result of localizing American or British accent.

The study of Nguyen (2017) investigating eighty-five Vietnamese TESOL Teachers' with native-speakers through online questionnaire. The data showed 92,2% supported English varieties, while only 6,3% of the participants supported English should be native-like. The data also highlighted that non-native English teacher is better than native-speaker teacher in a multilingual country. One of the respondents remarked that non-native English teachers share the same first language with the students, it indicates that they have better understanding of students' mistakes in grammar and pronunciation used in English. Hence, this previous study

stresses the use of a local accent in English helps the teacher to find a suited solution.

Meanwhile, Chan (2017) examined education stakeholders' attitudes toward English language variation in Hongkong. The questionnaire was completed by 1,893 respondents were divided into secondary students, teachers, full-time university students and professionals. The research conducted using the questionnaire on a large scale. 70% of respondents from different stakeholders of teachers and professionals consider speaking English in local accents as natural and acceptable since it did not hinder intelligibility. Surprisingly, the respondents tended to expose their L1 accent when speaking English in their place works or study. This previous study also noted that Hong Kong people tended to be more appreciative of local English varieties compared to students. In a nutshell, the aforementioned previous study supported my study in case of exploring English teachers' responses toward standard English use.

The present research also supported the study was conducted by Wahyudi (2018a) about his notion that Inner Circle English (UK and US) accent "has been hegemonic" and considered as "legitimate accent", which related to the researcher's respondents' in the way of thinking about English variety accents such as American, British, and Australian. In addition, respondents' experience of former curriculum implemented in their previous school, hobby, professional knowledge, attitude and behavior in the classroom, were useful data to investigate English domination in Expanding

Circle Country (ECC) like Indonesia. However, this study did not provide complex investigations such as Foucault's concept of *technology of the self*, *neoliberalism*, or *regime of truth* as Wahyudi (2018a) had addressed in his dissertation. But, the present research's novelty more focused on Foucault's concept of *subjectivity* to investigate senior high school English teachers' view of widespread English.

In this research, the use of Pennycook's (2000) framework of global spread of English in education stakeholders was similar with a study conducted by Anjanillah (2019) and Nabila (2019) considering that English could bring any benefits such as social change, a broader network, and social class. Anjanillah (2019) revealed that Pennycook's (2000) framework about the global spread of English and Gao's (2014) English learners's multiple prototypes yielded students' multiple identities in the university level in which their identities was possibly influenced by personal background, institutional practices, cultural geography, disciplinary practices and policy documents. In addition, her research also supported Wahyudi's (2018a) work which investigated English domination in the university level. The differences are Anjanillah's (2019) respondents were students and Wahyudi's (2018a) respondents were lecturers.

Additionally, my research findings on using education stakeholders as respondents also supported previous study conducted by Nabila (2019) investigating the subjectivities of English lecturers at the university level in different English major departments. It supported one another in the way she

and me explained that individuals could have different subjectivities. Significantly, Anjanillah (2019) and Nabila (2019) used neoliberalism discourse. They found Neoliberalism appeared in curriculum document analysis where English promoted globally in terms of native-norms such as American and British accent. Moreover, neoliberalism was also found in higher education policy statements where English considered as economic-politic to support government goals in improving global market needs, thus the graduates and students became industrial oriented.

Besides, Nabila (2019) discussed English proficiency tests such as TOEFL, IELTS, TOIEC etc as outcome of neoliberalism. She pointed out that those tests became a standard of measuring individual communication quality and showed that Inner Circle English (ICE) like US and UK gained big role to take bunch economic benefits from various English tests. Thus, the discourse of neoliberalism, which underlied widespread of English politically and economically tested as symbol consumerism and global capitalism of Western industrialization (Kubota, 2011; Bunce, 2016).

However, the aforementioned studies did not use Phillipson's (2000) English in the new world order for analyzing the field data and Neoliberalism discourse which investigate global promotion of English in curriculum document. Thus the my study provided more nuance analysis toward the previous study by using Pennycook's (2000) and Phillipson's (2000) categories to dig up the global spread of English in secondary high school level education. As found in Mrs. MLL and Mr. AMM's argument, they did

not think English native-norm was necessary for communication as long as the receiver understood the message. Furthermore, three respondents did not learn critical theories like poststructuralism, cultural studies etc before in their previous education, but their subjectivities incidentally related with this category.

Fifth, Phillipson's (2000) *English linguistic imperialism* was constructed by Mrs. AAL's and Mr. AMMs' subjectivities viewing English domination interlocked with global capitalism through education purposes. Two respondents stated that the English proficiency test was useful to fulfill one of many institutional and education requirements. Moreover, the construction of writing standards in order to participate in writing publications nationally and internationally inferred that western effect partly influenced individual subjectivities. For example, two respondents' writings should address the main idea, supportive paragraph or sentence, topic sentence. In this case, particular set of rules, which have been set up in certain social practices allowed the individual to follow those rules (Walshaw, 2007).

In that case, global capitalism was related to English proficiency test through test itself. In other words, English marketed through proficiency test, which the profit of the test will be collected in UK and US, as benefit of promoting English worldwide. Additionally, *English linguistic imperialism* in the present data appeared to enrich the previous study of Price

(2014)exploring Taiwanese English teacher's perspective on English domination. He found that English competence acted as a gatekeeper to higher education and employment markets.

Sixth, Phillipson's (2000) *English as Global Language* was constructed by Mrs. AAL and Mr. AMM regarding their subjectivities toward English as the language of global business which related to individual competitiveness and entertainment. Two of three respondents argued the advantage of being proficient in English as students' private investment. Furthermore, two respondents' ideological assumptions emphasized English acted as a symbol of modernity in terms of exchanging information and communication (Bunce et, al., 2016).Information in terms of understanding product instructions, recognizing notices, and public signs. Communication refers to the media to have intercultural interaction. In addition, Mr. AMM emphasized English as symbol consumerism, which he considered a good quality of entertainment (e.g movie, music, film) for those who have received "Academy awards".

In the same case, symbol of consumerism was not only about consumptive product, but also it could be an entertainment business like Hollywood production.Comparatively, the mentioned findings above appeared to enrich the study of Lin (2014) explained how English considered as the global language through its rapid growth in the ELT industry in East Asia. Specifically, the development of English education outside the

classroom established term of "education fever," where many of private English training programs are opened massively such as EF education, Unite English, etc to facilitate local society in mastering English. In the massive institution of private tutoring, English camp, and private English education, generally speaking, skill considers the most important language skill for global and local competition. Speaking skills also play an essential role in reducing internal pressure, including feeling anxiety about being left behind.

My finding also similar to Coracini (2014), which conducted an online interview with ten English teachers. The research yielded one of the respondents mentioned that he took a free online private course to improve English proficiency. The scholar's respondents preferred to take a free online course on the internet than private English institutions because he need no spend much money to afford it and the learning time is flexible. It suggests that both online and private English institutions maintained a specific advantage. Hence, Phillipson's (2000) framework in my study provided additional findings in which western media entertainment partly contributed to English became a global language.

Seventh, Phillipson's (2000) *Post Imperial English* was illustrated by Mrs. MLL's subjectivities respecting English varieties and considered it came from different cultures, and history appeared to be in tone with the study of Jenkins (2015) discussing "non-standard" in respect of mutual intelligibility in Asia. She pointed out that one's linguistic background supported different

varieties of English. Moreover, the variability of English had already been illustrated as a central role in ELF pronunciation. However, Jenkins did not discuss Phillipson's (2000) framework in her study related to one's subjectivities. Nevertheless, the present study observed an individual's subjectivities, which they had never studied literary theories previously in viewing English varieties.

Eight, Phillipson's (2000) *English in the Future* category was demonstrated by Mr. AMM's subjectivities viewing particular benefit of learning English for his children in upcoming future, appeared to be in line with a study of Figueiredo (2017) viewing the effectiveness of English in Brazilian. He found that four of ten Brazilian English teachers acknowledged English that can facilitate their students in joining global competition and employment. Moreover, this access had already been manifested in policy guidelines, which reflected on the country's positioning as a hierarchical society, which English determined social origin and positions. However, this existing study did not discuss how national guidelines can affect one's subjectivities. Hence, my present supported the study of Walshaw (2007) investigating how policy discourses played a decisive role in shaping individuals' subjectivities.

Above all, this present study does not say that English in Indonesia is entirely "negative" side, based on the notion of Imperialism (Phillipson, 1992), or this study conveyed that English 2013 curriculum in senior high schools, especially English teachers is necessarily wrong, although some of

them may certainly be falsified or misguided. It was not wrong, even though it might not be relevant with Pennycook (2000) and Phillipson (2000) frameworks regarding individuals does not have to favor English native-norms to achieve good communication. Moreover, it also suggests that English varieties need to be understood critically by English teachers in order to be more tolerant and open-minded with its diversity without neglecting local culture to support multilingual education.

In addition, particular language sometimes can be empowering and encourage individuals to achieve a certain level, which is one of them remains why a huge number of education stakeholders (including the novice researcher) have been working hard to make sure that other people from distinct socioeconomic and major will have access to it. In conclusion, the analyses of English in another perspective of language use like English teacher's method in the classroom, show that the relationship of language in the global domination can be questioned, as people can consider it for their own perspective and purposes.

CHAPTER IV

CONCLUSION AND SUGGESTION

This chapter provides conclusion and suggestion section from the previous chapter. Conclusion, for summarising the entire findings and discussion briefly. Meanwhile, suggestion contains the implication of this research for better research on Applied Linguistics in the future.

A. Conclusion

This research has studied how subjectivities of the respondents toward the spread of English came from different knowledge and histories such as education, experience, and knowledge. This present study also had already filled the lacuna of the previous studies, which they have not discussed the Foucault's subjectivities, Pennycook's and Phillipson's work. The data revealed that each respondent showed their subjectivities based on their thoughts of English.

Based on the analysis provided in Chapter 3, the analysis of national and local document policies such as education laws, syllabus, lesson plans was helpful to explore western domination in Indonesian national education. From the analysis, it indicated that national and local curriculum documents adopted western curriculum design in order to improve national income through local tourism, human resources development on global market business and employment. Besides, the use of *Genre Based Approach* in Indonesia EFL education was functioned as stages, which constituted through social processes to make the student more familiar with various

texts. In other words, *genre* literacy such as descriptive text, report text, exposition text, etc. aimed to enlarge students' knowledge in spoken and written English to help students succeed either in academic or in the broader community (Hyon, 1996; Martin, 1992).

The use of Pennycook's (2000) framework revealed that the respondents illustrated the prestige status of English in Indonesian national education. Three participants revealed their subjectivities toward the importance of English in the present status. Moreover, they shared similar subjectivities about the function of English in the upcoming century for their professional development and their students' career opportunities.

From Pennycook's (2000) six frameworks the global spread of English, the researcher found that all three participants can be categorized as *Colonial celebration* and *Laissez-Faire Liberalism*. Three respondents illustrated have those categories because they considered Inner Circle English (ICE) as a legitimate accent (Wahyudi, 2018a) and English was positioned as a natural phenomenon, which gave many advantageous in understanding global communication and culture. Besides, their former experience, such as education influenced their subjectivities of recognizing English accents (American, British, Australian). Thus they did not feel familiar with other English varieties because their education has already used American and British accent as "legitimate accents" in their learning process (Wahyudi, 2018a).

Secondly, *Language Ecology* and *Language Rights* were only constructed by Mrs. MLL. It may be caused by her subjectivities, revealing how minority language and English could be adjusted with other local cultures. In other words, the use of local language as a cultural source in her daily activity or the classroom helped her to heighten her nationalism. The local language was interrelated with nationalism because it was relevant with education regulation no 81A/2013 suggested that education stakeholders should appreciate their own culture than other cultures from different countries. Thus, her subjectivities may be influenced by policy documents, which made her more aware of her local cultures.

In addition, Mrs. MLL's different previous higher educations (see table 1.2. p. 37) and her hobbies, which listened to traditional java songs and visited local tourism in Indonesia, might influence her subjectivities on how local culture should be learned and prevented from its extinction. Besides, Mrs. ALL and Mr. AMM did not construct those two categories because their intention was clearly stated that English did not threaten other languages.

Thirdly, two of three respondents (Mrs. MLL and Mr. AMM) also indicated to have *Post Colonial Performativity* tendency because they tried to appreciate individuals' English varieties, even though they had never studied this concept neither in their experience nor higher education. For example, they assumed that learning English does not have to be as "native-like" as long as the other people they talked to understand each other (Mr,

AMM). Another example, Mrs. MLL used local culture in English literacy to develop students' nationalism. The respondents showed that category because of their individual experience having fellow English teachers who spoke English in a local accent. Besides, they argued that English in local accent should not become a limit of learning English. Hence, The respondents illustrated how they attempted not to take it for granted in terms of English should be like native-norms.

Meanwhile, Mrs. ALL's subjectivities did not show *Post Colonial Performativity* when the researcher asked her subjectivities about individual's local accent of speaking English. At first, she argued that English in the local accent was acceptable because everyone has different styles in learning a language. Then, she persisted that individuals needed to learn an English accent in native-like to gain better improvement in her pronunciation and self-esteem. For this reason, she still maintained Western's culture higher than local's culture. As a result, she could not be categorized as *Post Colonial Performativity* since this category appreciated English diversity.

In addition, when I interviewed the respondents, some categories were not found in respondents' data because of the limit of time, but it does not mean they did not exist. It may be found in other time of interviews or respondents, the possible answer that indicated particular categories would be found there. Thus, I did not lead my respondents' opinion to have all categories proposed by Pennycook and Phillipson.

In the second framework, the researcher found that Mrs. AAL's and Mr. AMM's subjectivities constructed *English Linguistic Imperialism* and *English as a Global Language* category (Phillipson, 2000). From the data analysis, it can be known that the domination of English remained strong, especially where the respondents' live and workplace. Respondents' live in terms of their hobbies, experience, and histories. Meanwhile, respondents' workplace referred to their education process and professional development like requiring proficiency test for maintaining good qualification. Besides, Mrs. MLL did not construct this category because she had a difficulty of remembering any entertainment she had watched through English. In terms of her workplace, she had never joined any publication writing projects, which required an English certificate as the main requirement for publishing.

Secondly, Mrs. MLL's subjectivities constructed *English and Equality in communication* and *Post-imperial English* (Phillipson, 2000), which she has a high appreciation of English varieties. It was proved by her classroom practice, where she was tolerant of the students' pronunciation because she believed that every country has different cultures. In this case, her subjectivities might be influenced by her previous education of the History department, which learned language spread in many countries. In addition, her individual experience in the classroom activity also influenced her subjectivities to support multilingual resources in institutional practice. Otherwise, Mrs. AAL and Mr. AMM did not show this category because they argued that they merely appreciated English varieties because of the

need for curriculum itself, which stated that English in the curriculum should accommodate local cultures.

Thirdly, Mr. AMM's subjectivities constructed *English in the Future* category in understanding the role of English in his children's better future (Phillipson, 2000). Although his subjectivities tended to be more tolerant about English varieties, he still acknowledged English would give many benefits in the future, especially in the workplace. Mr. AMM's former English teacher in senior high school who suggested him to choose English major because it gave a special role in employment possibly influenced his subjectivity of this category. Besides, Mrs. MLL and Mrs. AAL did not construct this category because they argued that local culture still becomes the first stage of their children's' education.

Fourthly, three respondents have different subjectivities in viewing the global spread of English, particularly EFL in Indonesia national education. The typical example of a "traditional" view is that learning English should be in two major accents, American or British accent. On the contrary, Jenkins (2000) stated that "native accent" is not important in EFL communication. However, Pennycook's (2000) and Phillipson's (2000) analytical framework suggested how to illustrate individuals' subjectivity toward Western-dominated of English in a different point of view. In other words, this three twenty-first century English teachers need to reconceptualize some values and skills of teaching English to make themselves and their students capable of surviving in this modern world by

supporting multilingual education in the classroom in order to strengthen both local and national cultures.

Fifthly, the relationship of Neoliberal discourse in the respondents' data revealed that English became individual's basic skill to compete each other in job competition. As Neoliberalism discourse related to the political economy was controlled by a country (e.g. US), the use of English may become their product to make it as consumption on individual investment (Kubota, 2011). Then, what respondents believe about English is one of the determinants of one's career, indicated that the business of politics in language carried out by Inner Circle English (US and UK). It has influenced one's subjectivity to make English as an important skill in their personal lives.

Moreover, respondents' subjectivities showed how a dominant language is reflected in respondents' lives and other local contexts. As Kubota (2011) pointed out that English has been intensively promoted in the most of Asian countries. Thus, the subjectivity that respondents built is one of the efforts of the UK and US as the most profitable winners to expand the use of English throughout the world and make it as world standard language proficiency test through TOEFL, TOIEC, and other tests (see Phillipson, 1992).

B. Suggestion

Based on the findings and discussion in the previous chapter, the researcher would like to give some suggestions for Indonesian English

teachers. Based on the findings, they are expected to understand their position toward the widespread of English in order to be more open-minded toward their own culture and within western's cultural domination of Inner Circle English (ICE). Hence, English teachers can reconstruct their subjectivities of English by accommodating local literacies in English classroom practices.

Second, the researcher suggested for better research of Applied Linguistics in the education setting. That is, they can focus on national and local curriculum documents using Pennycook (2000) and Phillipson (2000) frameworks, which critically investigate English ideology in primary or junior high school. The future writer can also investigate curriculum policies along with English teachers' subjectivities in order to find other categories of Pennycook and Phillipson, which the researcher did not find in her data analysis.

Third, future studies can use Pennycook (2000) and Phillipson's (2000) framework to investigate English ideological stances in policy documents on pre-service English teachers' education (e.g. Program Pendidikan Guru). The next research can also be interesting if the different field of respondents can be further analyzed. Besides, it gives more nuance data analysis. Thus, the variety of research participant will provide much information about individuals' subjectivities toward the global spread of English.

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CURRICULUM VITAE



Indah Rohmatin Laili was born in Mojokerto, 17 September 1997. She graduated from MBI Amanatul Ummah, Pacet - Mojokerto. She has been learned English since 5th grade in elementary school in informal English institution. She started her higher education in UIN Malang in 2015 and finished in 2020. During learning English course in the university, she joined

Karawitan club in faculty of Humanities. She is interested in teaching. She has ever become English assistant trainer in some schools to prepare the students' participation in national competition. Now, she is currently teaching English subject in private course institution and non academic institution in Malang.

APPENDICES

APPENDIX A :Semi-Structured interview questions



Faculty of Humanities

English Letters Department

1. When did you learn English the first time? What did you get from that experience?
2. Why are you interested in learning English?
3. Are there any differences between learning English in the university and school? If so, explain.
4. What year did you first teach English?
5. What English accent/s do you know? Which one do you prefer to use in the classroom? And why?
6. Which curriculum/s in Indonesia do you think is great to apply so far?
7. As long as you teach English, does English have an influence on your life?
8. What is your understanding about English in global context use?
9. How do you compose your lesson plan? Did you deliver it similarly in the classroom?
10. How do you select the materials for your subject? Where did you get the materials? What is your target after teach that material?
11. What do you think about teaching English with local culture at the same time in the classroom? Did you apply it in your teaching activity? If not/so, why?
12. What is your goal/s you want to reach in teaching English?

- *Question no. 1, 2, and 5 are modified and inspired by Wahyudi's (2018a) semi-structure interview question on his dissertation.*

APPENDIX B :Information Sheet for Participants



Faculty of Humanities
English Letters Department

Information Sheet for Participants

Researcher: *Indah Rohmatin Laili*, English Letters Department, UIN Maulana Malik Ibrahim Malang

I am an undergraduate student at English Letters Department at UIN Maulana Malik Ibrahim Malang. As part of this degree I am undertaking a research project leading to a thesis. The project I am undertaking is *"Multilingual English Teachers' Subjectivities of English Ideology in the Classroom"*. This research project has received approval from the Dean but the Dean will not know which participants have agreed to participate in this study.

I would like to invite you to take part in a research study. Before you decide you need to understand why the research is being done and what it would involve for you. Please take time to read the following information carefully. Ask questions if anything you read is not clear or if you would like more information. Take time to decide whether or not to take part.

As part of my research, you have been chosen as my respondent within my friends and my lecturer recommendation. The English teachers are selected on the basis of background teaching experience in comparison to other English Teachers. I would like to explore Multilingual English Teachers' Subjectivities of English Ideology in the Classroom, experiences of teaching or learning English, and any relations with how English influence your career.

Your participation in this research is voluntary (it is your choice) and whether or not you choose to participate will neither advantage nor disadvantage you. You are able to withdraw from the study at any time. If you choose to withdraw from the study, then you will be offered the choice between having any data that is identifiable as belonging to you removed or allowing it to continue to be used. However, once the findings have been produced, removal of your data may not be possible.

If you agree to participate, the researcher will ask you to sign a consent form. The researcher will arrange for your classroom teaching to be video-taped. A follow-up interview will be conducted immediately after learning activity regarding to the issues and look at your syllabus and lesson plans.

During the follow-up interview the researcher will ask questions related to your experience toward multilingual English teachers' subjectivities of English Ideology in the classroom. The researcher will record the conversation using an audio tape recorder. The purpose of the recording is to allow the researcher to capture all the information discussed during the interview, which is important for them to analyse later. The interview will take about 45-50 minutes.

You are required to answer the questions based on your personal experience during the interview. However, you can refuse to answer any questions which you feel uncomfortable and you can stop the interview at any time.

The recorded conversation and classroom teaching will be transcribed by the researcher. Only the interviewer and my advisor (Ribut Wahyudi, M.Ed., Ph.D) will have access to the audiotape. All information will be coded and anonymised. Once the transcript has been completed and checked by the interviewer for accuracy, the audiotape will be erased by the secretary in the presence of the interviewer. The data we collect will be used only for the purpose of this research, if data were to be used for future studies, further Research Ethics Committee approval will be sought. All materials you provide will be destroyed five years after the conclusion of the project.

All information which is collected about you during the course of the research will be kept strictly confidential, and any information about your name, telephone and address removed so that you cannot be recognised. The thesis will be deposited in the University library. It is intended that one book or more articles and conference presentations will be drawn from the thesis study.

.If you have any further questions or would like to receive further information about the project, please contact me at (indahlaili850@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,

Indah Rohmatin Laili
English Letters Department
UIN Maulana Malik Ibrahim Malang

APPENDIX C :Consent Form for Participants



Faculty of Humanities
English Letters Department

Consent for Participants

Title of project: “Multilingual English Teachers’ Subjectivities of English Ideology in the Classroom”

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 voluntarily (agree/disagree) to participate in this research study.
- ☐ I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without any consequences of any kind.
- ☐ I understand that I can withdraw permission to use data from my interview within two weeks after the interview, in which case the material will be deleted.
- ☐ I have had the purpose and nature of the study explained to me in writing and I have had the opportunity to ask questions about the study.
- ☐ I understand that participation involves multilingual English teachers’ subjectivities English ideology in the classroom
- ☐ I understand that I will not benefit directly from participating in this research.

- ☐ I agree to my interview being audio-recorded and my learning activity being video-recorded.
- ☐ I understand that all information I provide for this study will be treated confidentially.
- ☐ I understand that in any report on the results of this research my identity will remain anonymous. This will be done by changing my name and disguising any details of my interview which may reveal my identity or the identity of people I speak about.
- ☐ I understand that disguised extracts from my interview may be quoted in thesis and published papers.
- ☐ I understand that if I inform the researcher that myself or someone else is at risk of harm they may have to report this to the relevant authorities - they will discuss this with me first but may be required to report with or without my permission.
- ☐ I understand that signed consent forms and original audio recordings will be retained in [*specify location, security arrangements and who has access to data*] until [*specific relevant period – for students this will be until the exam board confirms the results of their dissertation*].
- ☐ I understand that a transcript of my interview in which all identifying information has been removed will be retained for [*specific relevant period – for students this will be two years from the date of the exam board*].
- ☐ I understand that I am free to contact any of the people involved in the research to seek further clarification and information.

Signature of participant

Signature of participant

Date.

Your email address for receiving the result:
