

**“IF YOUR ENGLISH IS BAD, DON’T EVEN TRY...”
LINGUICISM ON SOCIAL-MEDIA: INDONESIAN EFL
SPEAKERS’ POINT OF VIEW**

THESIS

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**DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK
IBRAHIM MALANG 2022**

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THESIS

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In Partial Fulfillment of the Requirements for the Degree of Sarjana Sastra (S.S.)

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STATEMENT OF AUTHORSHIP

I state that the thesis entitled **“If Your English Is Bad, Don’t Even Try” Linguicism on Social-Media: Indonesian EFL Speakers’ Point of View** is my original work. I do not include any materials that is previously written or published by another person, except those cited as references and written in bibliography. Hereby, if there is any objection or claim, I am the only person who is responsible for that.

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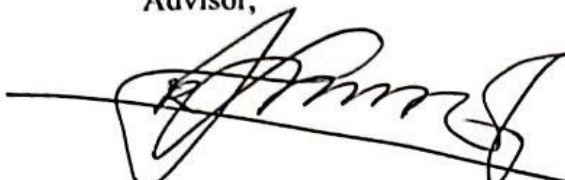
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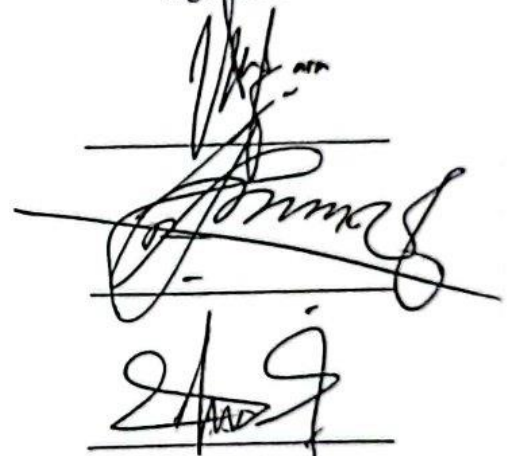
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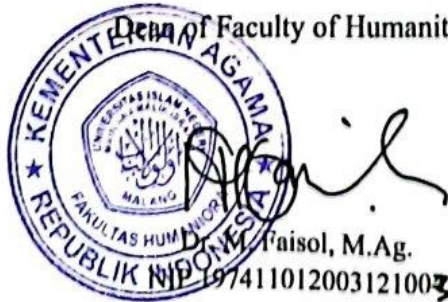
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MOTTO

“If you want something you’ve never had, you have to do something you’ve never done”

(J. D. Houston)

DEDICATION

This thesis is dedicated to:

My beloved father, H. Zaenal Fatah, and my beloved mother, Hj. Fatkhoiriyah, who always supported me mentally, spiritually, and financially so that I could finish my study in the Department of English Literature.

My beloved siblings, Ainun Fariha Fatah and Syu'aibatul Iftitah Fatah, who always gave me words of encouragement and motivation to finish this thesis.

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Malang, November 18, 2022

A handwritten signature in black ink, appearing to read 'Faizatu Dini Fatah', written in a cursive style.

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ABSTRACT

Fatah, Faizatu Dini. (2022). *“If Your English Is Bad, Don’t Even Try...” Linguicism on Social-Media: Indonesian EFL Speakers Point of View.* Minor Thesis (Skripsi). Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Ribut Wahyudi, M.Ed., Ph. D.

Keywords: Critical linguistic, ideology, linguicism, social-media, Twitter.

Linguicism can be considered another form of racism. However, it is on the basis of language. Linguistic scholars have investigated it since a long time ago. It is also not a new issue in the linguistic fields. However, there is still an area that scholars have not reached yet which is social media. Social media is an important aspect of social life for Indonesians. Linguicism in social media itself is also not a new issue. There is a phenomenon in Indonesian social media, especially Twitter, where people correct other people's English in public. This study aimed to reveal the linguicism ideology in Twitter; what are the types; how it creates unequal privileges among the Indonesian EFL community; and how they position themselves in this phenomenon. The research employed five headings of Critical Linguistic (CL) by Fowler (2018) and Linguicism by Skutnabb-Kangas and Phillipson (2013). The research used qualitative design analysis and the data were taken from Twitter posts that contain linguicism. The researcher also used a questionnaire to collect the data. The research found that there are linguicism acts that are expressed explicitly and implicitly and how the unequal privilege is caused by how society sees English as an important language. I also found that the position that is taken by the respondent of the research is mainly affected by how the formal institution constructed English in society. The researcher suggested using interviews as the method to collect the data to get more understanding.

مستخلص البحث

فاتح, فائزة دين, (2022). "إذا كان تسي لغتك الإنجليزية, فلا تحاول"... التمييز اللغوية على وسائل التواصل الاجتماعي: وجهة نظر من متحدث إندونيسي باللغة الإنجليزية كلغة أجنبية. بحث جامعي. قسم اللأدب و الإنجليزية, كلية العلوم الإنسانية, بجامعة الإسلامية الحكومية مولان مالك إبراهيم مالانج. المشرف: ريبوت وحيودي, م. هد., فحد.

الكلمات الأساسية: اللغوية الحرجة, إيديولوجيا, التمييز اللغوية, تويتر, وسائل التواصل الاجتماعي .

يمكن أن اعتبار المييز اللغوي شكلا آخر من أشكال العنصرية. ولكن التمييز اللغوي يستجدم في أساس اللغة. تمت دراسة التمييز اللغوي من قبل اللغويين لفترة طويلة. ليس التمييز اللغوي مشكلة جديدة في اللغويات. و مع ذلك, لا يزال هناك مجال لم يصل إليه اللغويين و هو وسائل التواصل الاجتماعي. كان وسائل التواصل الاجتماعي جانبا مهما في الحياة الاجتماعية للإندونيسيين. كما يعتقد أن التمييز اللغوي في وسائل التواصل الاجتماعي نفسها ليست مشكلة جديدة. كانت هناك ظاهرة في وسائل التواصل الاجتماعي الإندونيسية وخاصة تويتر حيث يقوم الأشخاص بتصحيح أشخاص آخرين باللغة الإنجليزية في الأماكن العامة. هدفت هذه الدراسة إلى الكشف عن الفكر التمييز اللغوي في تويتر: ما هي الأنواع, كيف تُخلق امتيازات غير متكافئة بين مجتمع اللغة الإنجليزية كلغة أجنبية الإندونيسي, وكيف يضعون أنفسهم في هذه الظاهرة. استخدم البحث خمسة عناوين لغوية نقدية (CL) بواسطة فاوولر (2018) والتمييز اللغوية بقلم سكوتناب كانغاس وفيليبسون (2013). يستخدم البحث تحليل التصميم النوعي والبيانات مأخوذة من التدوينات التمييز اللغوية على تويتر. نقوم أيضاً بإجراء استبيان كبيانات. وجد البحث أن هناك أعمالاً التمييز اللغوية يتم التعبير عنها بشكل صريح وضمني وكيف أن الامتياز غير المتكافئ ناتج عن كيفية رؤية المجتمع للغة الإنجليزية كلغة مهمة. وجدنا أيضاً أن الموقف الذي اتخذه المجيب على البحث يتأثر بشكل أساسي بكيفية بناء المؤسسة الرسمية للغة الإنجليزية في المجتمع.

ABSTRAK

Fatah, Faizatu Dini. (2022). *“Kalo Bahasa Inggrisnya Jelek, Jangan Sok...” Linguicism di Media Sosial: Sudut Pandang Pembicara EFL Indonesia*. Skripsi. Program Studi Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Ribus Wahyudi, M.Ed., Ph. D.

Kata Kunci: Ideologi, linguisme, linguistik kritis, sosial-media, Twitter.

Linguicism dapat dianggap sebagai bentuk lain dari rasisme. Namun, linguisme menggunakan basis bahasa. Linguisme telah investigasi oleh ahli linguistik sejak lama. Linguisme juga bukan merupakan masalah baru di bidang linguistik. Namun, masih ada area yang belum dijangkau para ahli yaitu media sosial. Media sosial telah menjadi aspek penting dalam kehidupan sosial masyarakat Indonesia. Linguisme di media sosial sendiri diyakini juga bukan isu baru yang terjadi. Ada fenomena di media sosial Indonesia khususnya Twitter di mana orang mengoreksi bahasa Inggris orang lain secara publik. Penelitian ini bertujuan untuk mengungkap ideologi linguisme di Twitter; apa jenisnya; bagaimana hal itu menciptakan ketimpangan kuasa di antara komunitas EFL Indonesia; dan bagaimana mereka memposisikan diri dalam fenomena ini. Penelitian ini menggunakan lima aspek Critical Linguistic (CL) oleh Fowler (2018) dan linguicism oleh Skutnabb-Kangas dan Phillipson (2013). Penelitian ini menggunakan analisis desain kualitatif dan data diambil dari postingan Twitter yang mengandung linguisme. Saya juga melakukan kuesioner untuk mengumpulkan data. Penelitian ini menemukan bahwa terdapat tindakan linguistik yang diungkapkan secara eksplisit dan implisit dan bagaimana ketimpangan keistimewaan tersebut disebabkan oleh bagaimana masyarakat memandang bahasa Inggris sebagai bahasa yang penting. Saya juga menemukan bahwa posisi yang diambil oleh responden penelitian ini terutama dipengaruhi oleh bagaimana bahasa Inggris dikonstruksikan oleh institusi formal di masyarakat. Peneliti menyarankan untuk menggunakan metode interview untuk mengumpulkan data agar mendapatkan pemahaman data yang lebih mendalam.

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CHAPTER I

INTRODUCTION

A. Background of Study

Linguicism topic has varieties of research investigated by linguistic scholars. There are some investigations focused on particular genre. For example, linguicism in academic or educational system (Hatori, 2005; Wright & Bougie, 2007; Mahboob & Szenes, 2010; Cho, 2016) that is focused toward how language is pressured to be the main value of assessment, quality, and intellectuality in most education environment.

Although they all are studies that focused in academic institution, there are some differences specifically in their method and what aspect that they focused on in the academic or educational system. For example, Wright & Bougie (2007) and Cho (2016) studied linguicism using methods such as Language Heritage Education (Wright & Bougie, 2007) and Counter-Storytelling (Cho, 2016). Their studies, even though using different methods, they have same objection; to spread the awareness of the linguicism and how it can give bad impact towards the student.

In other hand, Mahboob & Szenes (2010) and Hatori (2005) have similarity in how they wanted to show how linguicism appear in the language policy in formal institution. However, Mahboob & Szenes (2010) researched linguicism in more detailed way than Hatori (2005) which is more general in describing linguicism in formal institution in Japan.

Some scholars focused on how linguistic act happens in general aspect including racism discrimination towards minority in their everyday life (Uekusa, 2009; Oliver & Exell, 2010) or in situational context such as in disaster support program (Uekusa, 2019). Uekusa (2009) and Oliver & Exell (2010) used interview as their method to collect data from the respondent. What makes them different is that Uekusa (2009) choose respondent from minority group that exist in the US, while Oliver & Exell (2010) choose minority group in Australia which is the locals. In addition, Uekusa (2019) researched linguisticism that happened during disaster in Japan. Uekusa (2019) discussed how foreigners in Japan often get difficulties when asking for supply or help during the disaster situation.

Even though there are quite many kinds of genre regarding this topic, there are still spaces that the researcher has not reached. One of them is how linguisticism happens in social media. In 2021, where the circumstance forced us to do activity from home and using social media as link to social life, work, and education, the amount of time used for gadgets is increased significantly. Knowing and understanding the issue that occur in social media such linguistic discrimination become crucial and important.

In general, Linguicism can be described as the act of discriminatory towards language that is played out in the social practice (Canagarajah & Said, 2011). One of the instances of linguisticism that we all can see clearly is Linguistic Imperialism (LI) which can lead into Linguicide or Linguistic Genocide (Skutnabb-Kangas & Phillipson, 2013). Linguicism, similar with the

concept of ‘linguistic racism’ (Dovchin, 2019) or ‘raciolinguistic ideologies’ (Flores & Rosa, 2015), is not a fresh issue in linguistic field. It first introduced by Tove Skutnabb-Kangas and Robert Phillipson in 1986 (Skutnabb-Kangas, 2012) then to be reproduced again two years later. It is defined as “ideologies, structure, and practices which are used to legitimate, regulate, effectuate, and reproduce an unequal division of power between groups in the basis of language” (Skutnab-Kangas, 2012).

The concept itself is the same as other *-isms* concepts (*racisms, ethnicism, sexism, and etc.*); (Skutnabb-Kangas & Phillipson, 1995) constructing inequality and unbalanced power between groups. However, as the name represents the ideology, the practices are done in basis of language usage. For example, in an English lesson classroom filled with variety of students, the teacher applied an English-only section where we practice speaking comprehension. They converse with each other, propose ideas, and many other things in English. Students with excellent English will have more options and freedom in the classroom than students who struggle in learning English. Thus, the structure of the section in the classroom creates and reproduces inequality of power between groups of students.

In our society, especially in Indonesia, people who speak foreign language (especially English or Arabic language) holds more power than people who don’t, because they are seen as competent and skillful people. Unfortunately, society accepts multilingualism if the language comprehension is equal to those who are natives. It reflected from the English curriculum in

Indonesian education that still hold the monolingual ideology while not considering the multicultural environment in Indonesia (Sugiharto, 2020). Dovchin (2019) stated that the most frequent victim of linguicism is non-native English speakers or EFL speakers who maintain their creativity and hybridity in using English. She claimed that, among sociolinguistic studies, the main problem burdening EFL speakers is not brought up as often as the translingual activity itself. The discrimination that happens is the absolute evidence that English language has a 'privilege' which others don't (Dobinson & Mercieca, 2020) and it has such huge impact on the victims for examples; low self-esteem, fear, and anxiety over speaking English (Dovchin, 2020).

However, Wahyudi (2018; 2021) argued that the multilingual speakers would get more power as many studies of ELT brought up the method outside the inner circle (e.g.: British, American, and Australian). By advertising the more varieties of English into the academic education, the monolingual aspect on educational context especially in Indonesia will gradually lose its influence and that would definitely favour multilingual speakers (Wahyudi, 2018). The urges to investigate the problem become bigger when social media is involved. The social media that is used to express one opinion, create relations, and enrich knowledge comfortably and freely cannot escape from inequality and discrimination in linguistic basis. Therefore, this research focused on the linguicism act that happen in social media.

After all the academic-based studies that have been mentioned before, there are researches that are focused on linguicism that is shown in popular

culture such as movie (Bleichenbacher, 2012; Lawless, 2014) and TV show (McIntyre & Riggs, 2017). Even though Lawless (2014) only focused on one movie which is 'James Bond' and how the movie constructs 'others', she also included how the movie constructs the way 'others' use language then creates the stereotype in linguistic basis. In other hand, Bleichenbacher (2012) focused on several movies (the common dialogues as data) and how the audiences respond the linguistic representation of 'other' in the movies as linguicism act. The responds collected are stated to be diverse and most of the responds are accepting.

In other hand, McIntyre and Riggs (2017) analysed a TV show known as 'RuPaul's Drag Race' (RPDR) where there were contestants who compete to be a superstar. They focused on how the sentence's structure delivered misleadingly and create the inequality discourse. However, McIntyre and Riggs (2017) focused on the semiotic aspect of the language used in the TV show among the contestants and also describe it as Linguicism. The three of the studies investigated linguicism that was shown in the media. However, the weakness of these studies is the lack of complexity in the research. The studies only show the surface of linguicism in the media and did not investigate it deeper into the political aspect that might be there.

While many spaces can still be explored, the study gains advantages from previous studies by filling the gap between the focused data that are used. The data are mainly taken from posts or comments from a public discussion base on Twitter. The pandemic situation in 2020 played major role on choosing

the data for the research. Almost all activities are done online; working, teaching, studying, and socializing due to the pandemic lockdown. In 2019, Indonesia is stated to be number sixth on the most time consuming on social media in the world (Duarte, 2019). Even though the numbers are down than in 2018 from 194 minutes into 171 minutes per day in 2019, the numbers are still considerably high. Thus, social media has the role for replacing direct contact of social activity which cannot be done in Covid-19 pandemic situation.

In other hand, the researcher chose Indonesia as where the research took place because of several reasons. First, Indonesia has many local accents and dialects. However, one of the most important languages beside the national language is English. This filled the condition to have the dominated language (English) and the subordinated one (local dialects and accent) in the same environment. Second, the concept linguisticism (Skutnabb-kangas, 2012) is the best fit for this research because there have been linguisticism patterns in Indonesia's social media. First, "**stigmatization**" towards Indonesia's local accent and dialect users when using English or towards people who cannot speak it. Second, "**glorification**" towards the dominant language (English) that is used by Indonesian. Third, "**rationalization**" of the relationship between these language always favours the dominant language users (Skutnabb-Kangas & Phillipson, 1995). Thus, the researcher focused on the linguisticism act that happens in Indonesia.

B. Research Questions

In order to investigate the problem, the researcher aims to answer the questions below:

1. What are the types of linguicism texts found in social media Twitter?
2. How do linguicism practices in social media create unequal privileges among Indonesian EFL speakers with English academic or cultural background and knowledge (e.g.: college major, language course, lineage)?
3. How do Indonesian EFL speakers who have knowledge and awareness of the linguicism practices in social media position themselves in a community with an English hierarchy?

C. Significance

The researcher believed that this research has contributed in linguistic field in terms of novelty of the perspective and the data that was used in the research. In Indonesia itself, there has not been many researches regarding linguicism even though there has been clear evidence that it happens in our daily life. Thus, the researcher believe that this research has contributed new insight to the linguistic field.

D. Scope and Limitation

The study used Twitter as main source data. The data were taken from Twitter posts and comments that contain linguicism ideology in Indonesia. The tweets that were taken as the data was posted in public in the limited period of time; from 1-2 years from now (depending on the sufficiency of the data). The data were investigated to find what types of linguicism that happen in

Indonesia's social media and how the ideology create inequality in privilege among EFL speakers. Lastly, how second language users positioned themselves in this phenomena.

E. Definition of Key Terms

1. Linguicism: the ideology that used to create an unequal power divisions among group in the basis of language.
2. EFL speakers: English Foreign Language speakers. The term to describe people who speak English as Language other than their mother language.
3. Twitter: the name of an online media platform that is used to social network, gain information, knowledge, and vice versa. It can post mostly in textual form. However, it also can post video and picture as well either as appendix or the video or picture itself.

CHAPTER II

THEORETICAL FRAMEWORK

Understanding the relationship between social structure and language structure is crucial part of this study. How language is used to strengthen and establish one position on society, to manipulate the readers or the audiences for one benefit, and to maintain the power one hold more than the others (Fowler et al, 2018) is basically what the researcher wants to investigate. As the data taken from textual discourse from social media posts and comments, we expect to analyse the text and the language structure holistically. Therefore, the tool used to analyse this matter should cover whole structure of linguistics in the texts. This is the main reason why the researcher chose Critical Linguistic (CL) by Roger Fowler et al. The Theory of CL is focusing more to the structure of the sentence that is stated or written and examining thoroughly of what was intended to convey by the speaker, utterer, or writer of the post (Fowler et al., 2018).

A. Critical linguistic (CL)

The term Critical Linguistic was began applied in the late 1970s by group of linguists at the University of East Anglia in their research on language use in different institution (Wodak, 2011). The theory itself demonstrates how language usage is influenced by how society is structured and how it affects other aspects of non-linguistic activity, for example, cognitive activities (Fowler et al, 2018). According to Lemmouh (2008), the appropriation of language usage is established by social factors outside of language users'

control and the appropriate form of the language is governed by the socialization. This is regarding to the sociolinguistic competences. However, Fowler argued that the society structure is not the only one which governs the way language is used. Language itself also play big role in influencing how social structure is built. How people who hold the power use language to establish their power and position in society is the prove that the process works vice versa (Fowler et al, 2018).

According to Akram and Kumar (2017), social media is the term to describe the interaction between groups or individual where they share, produce, and exchange ideas, images, and videos trough internet in the virtual community. By this definition, we can suspect that the social media can also be the media in which linguistic ideology is shared and produced direct and indirectly. The text which contain the ideology is often not bluntly posted. Sometimes, it is delivered as a sarcasm, advice, or even jokes. Therefore, the critical linguistic theory is used to analyse the linguistic ideology that is concealed in these texts. There are five heading provided to analyse the data:

1. The grammar of transitivity.

This heading concerns about the predicate in a sentence. We will analyze how a predicate (it can be in a form of verbs, adjectives or noun that is derived from them) affects nouns (the agent and the affected one) around them. The predicate is an aspect that is important because it carries the context of the sentence (Fowler, et al., 2018). For example, ‘run’, ‘eat’, and ‘sleep’ is action predicate, however it does not affect any

entities as it just concerns the actors and the action itself. Unlike ‘throw’, ‘cook’, ‘stop’ which possibly affect other entities. The actors and the action of a sentence is the highlight of this analysis.

2. The grammar of modality.

This heading concerns about the interpersonal relation between the writers/the speakers with interlocutors (the reader/listener), how the writers’ attitude towards the locutors (the texts/the speech), and their attitude towards someone they addressed in their speech or writing. Those all can be noticed by how the writers write the pronouns (Fowler, et al., 2018). For example, the use of ‘Mrs.’ And ‘Mr.’ is more formal and used by people who is in higher position or is older than us. While using only names or nicknames can be interpreted as having close relation or close in age.

3. Transformation.

This heading is about how a sentence transforms from passive to active (passivisation) and from verbal form to nominal (nominalization). By analysing the data using this heading, we can know what the writers want to stress out and get the attention, what the writers want people not to notice at and others. For example, the sentence ‘the car has been brought to your home’ the writer hidden the subject by using passive form and highlighting the object ‘the car’ instead of the actors who brought the car. While nominalization has two effects; lexicalization (causing the object-as-process as one entity, for example, ‘people’s trial’

and ‘school dinner service’) and thematization (which makes the noun-phrase as the first in the sentence, getting the significant role of the sentence. For example, ‘salt’ has been associated with high blood pressure)

4. Classification.

Classification, or so called the linguistic order, is headings that concerns positioning or the order of the words. For adjective, there are two kinds of ordering; 1. Prenominal position (where the adjective role is as the noun modifier that is placed right beside the noun, for example, ‘competent employee’ and ‘diligent officer’), 2. Adjective predicative (where the adjective and the noun are separated by predicate such as “is” or “are”).

5. Coherence, order, and unity.

The last headings concern how the four headings that is mentioned before interrelate to each-others and create units that is predominant among them to help the researcher reveal the ideology in the data. For example, how is the usage of passivization and modality of the sentence indicate some sort of ideology in the sentence. The explanation is dependent on the researcher to unveil.

However, there are some critiques to the theory regarding the mystification of the text characterization. According to Fowler (2018), There are no guarantee that the step-by-step analysis would directly reveal the ideology of the data. In addition, textual data that are used are less effective

than speeches or utterances and tend to obscure the classification because the lack of direct interlocutions in the process. However, Fowler (2018) stated that it works nonetheless.

B. Linguicism

Linguicism, as proposed by Skutnabb-Kangas (2012), is racism which is defined in the basis of language. Racism itself is an unequal power division of groups of races (Skutnabb-Kangas, 1990). It is mentioned before that linguicism is similar as other –ism ideologies such as racism, ethnicism, and sexism. In Indonesia, the acts of linguicism still not quite common to be discussed in academic study or research. However, it is not impossible to do as linguicism act is already done despite not being exposed much.

There are three patterns of linguicism:

1. Stigmatization

The act of stigmatizing the minority group such as seeing or judging them as people who cannot adapt to an advanced level of particular glorified language.

2. Glorification

The act of glorifying the dominant group such. For example, the people that use one particular dominant language to a certain level of fluency is seen as high intelligent people.

3. Rationalization

The act of normalizing the thing that is done by the dominant group. For example, seeing things that they do as something beneficial or the minority group which resulting in the dominant group having the upper hand (Skutnabb-Kangas, 2012).

The act of linguisticism itself can apply to; (a) which language one uses; (b) how one uses them; (c) which language(s) one does not use/know or one is not competent at. This application is used by the researcher to determine if a text can be considered as an act of linguisticism or is consisted of the ideology of linguisticism.

The theory of Critical Linguistic (CL) was used to analyse the ideology of linguisticism that is found in the suspected text using five headings that is mentioned before. In other hand, how the data are collected and determined is described in detail at the methods section.

CHAPTER III

RESEARCH METHODS

A. Research Design

The research employed Qualitative research method in order to answer the research questions. The research method of qualitative can be described as the research which result is not found through any statistical processes. It means that all of the research processes do not include any number. The research design of Qualitative has flexible format which is different with Quantitative method (Rahardjo, 2020). The method is chosen because it fits most of linguistic studies. The data, which are only in the form of texts, also expected to be analysed in qualitative method. Qualitative data are a source of well grounded, rich description and explanation of human processes. With qualitative data, one can keep the chronological flow, how an event led to one's consequences, and it can derive holistic explanation. Qualitative design focuses towards the reality which is constructed by society. To validate the data taken from respondents, the researcher should check the believability of the respondents' reality to the final statement.

B. Research Data

The primary data are collected from text form of posts and comments on social media Twitter. In addition, the researcher also collected data taken from respondents' answer of the questionnaire that is held online.

C. Data Collection

The process of collecting data started along writing the research to prevent closing any opportunity where different variety of data appeared and filled the gaps of the research or to test new hypotheses during analysis (Miles, et al, 2014). The data in the form of tweets (texts) are collected through copying and pasting the texts as well as screen-capturing the posts. The tweets is determined to be the data for the research by identifying if it contains linguistic ideology. To narrow down the data collection, the researcher uses three classification that linguistic (Skutnabb-Kangas, 2012) can apply to the texts:

1. Which language one use.
2. How one use them.
3. Which language one cannot use; one doesn't know; has no competency in.

Tweets which contain (1), (2), and (3) topics is automatically set as the data. For point (1) and (3), English is the determinant language. As in the criteria of (3), the English competency is determined by using the Inner Circle English as the standard. One's English competency such as speaking skill (including pronunciation, accent, and fluency) and writing skill (including grammar) is determined using the Inner Circle English standard (British, American, and Australian).

The researcher also collected the data from questionnaire that is held in a week of data accumulation process. The respondents filled the questionnaire

through social media by sharing the link or the URL of the questionnaire. The respondents that joined as respondents answered questions regarding the subject of the research.

The researcher narrowed down the respondents by giving qualifications to get the most optimal data from the respondent.

The requirements to fill the questionnaire are below:

1. The respondents are Indonesian in the age range of 19-23 years old.
2. The respondents have background knowledge on English (e.g., English literature student, being in English speaking environment, being in English learning course, and so on)/are active English user (written/spoken).
3. The respondents are active Twitter users.

The researcher will not reveal the identity of the respondents as matter of privacy. Therefore, we used pseudonyms to refer the respondents concerned.

D. Data Analysis

Besides Critical Linguistic, The data analysis was done using Thematic Analysis method to help the researcher identifies, analyses, and reports the pattern (themes) of the data (Braun, 2006). The researcher used thematic analysis to find the theme of the data. To find it, there are steps that should be done. First, to understand the data. Because the data are in textual form, the researcher is expected to read and understand the texts and the context of the

text. The researcher used papers, pen, and laptop to write down any important notes regarding the data that can help researcher understand them. Then, after the first step is done, the researcher created code to identify the data easier. The code itself is in simple descriptive words. After that, the researcher created a theme which is classification of the data. This analysis method is applied to the primary data which are Twitter posts. The Critical Analysis role in this research is to investigate the data and reveal the linguistic ideology that is concealed using the five headings by Fowler (2018). Thus, the analysis using CL will lead to the pattern of linguisticism that is found by connecting the relation of both theory in the data. For example, the way one uses different structure in a sentence can provide different types or pattern of linguisticism.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher described the analysis of the data and the findings of the study. The data are analyzed using Linguicism (Skutnabb-Kangas & Phillipson, 1995) and Critical Linguistic (Fowler, et al., 2018).

A. Types of Linguicism Texts

The researcher started by classifying the data into several groups. Fowler (2018) believed that the critical nature of this linguistic interpretation lies on the fact that there are so much of social meaning is implicitly written. The nature of that critical aspect is to unveil those hidden meaning. However, the researcher also found explicitly expressed texts as much as the implicit text that is claimed by Fowler (2018). According to that, the data are finally classified into two groups.

The classification is determined by how the ideology of linguicism is expressed. The ideology itself can be conveyed either explicitly or implicitly through a text. Therefore, the researcher decided to grouped the data into explicit text and implicit text. The explicit text is the text that has direct social meaning. It means the ideology of linguicism can be seen clearly and sometimes can be considered as the linguicism act itself. The implicit text, following the definition in Fowler (2018), is the texts which the social meaning is not contained in the statement of the texts and the act of unveiling is needed.

1. Explicit Text

Out of 48 texts that is suspected to contain linguistic ideology, there are 31 texts that explicitly express linguistic. It made 64,5% out of the whole data found in twitter. The statements of the texts are mostly consisted of mocking, harsh critics, and stereotyping someone's linguistic capabilities on social media especially when using English.

a. *kalo gabisa ya gausah sok inggris.* (21/03/2022)

(EN: if you can't (use English), don't be such English wannabe.)

b. *Pliss kalo inggris lu jelek tolong gausah sok"an ngetik campur inggris indo deh.* (23/09/2021)

(EN: If your English is bad, please don't even try typing by mixing English with Indonesian *deh*)

c. *duh kalo gabs bahasa inggris bole ga si gausah sok inggris.* (05/01/2022)

(EN: *duh* if (you) cannot use English, can (you) stop being such English wannabe)

Those three texts are one of the example of explicitly expressed linguistic in social media. Both a and b have the term *sok inggris* which is translated as 'English wannabe'. It is a term to describe someone who pretends to be good or fluent or even native in English. The word *sok* means 'feeling capable and the likes but, in fact, not' and *Inggris* literally means 'English' in Indonesia (KBBI V Mobile App, 2022). The informal form of the term *sok inggris* is *sok enggres* which means the same with different written form. It is also quite often used by people with the same objection;

mocking and criticizing. By publicly mocking others when speak English on social media and stopping them from using English as communication tools, it can be considered as linguicism act. The pattern that is seen in these examples is **stigmatization** (Skutnabb-Kangas, 2012) towards people who is not competent in using English. Take a look on these examples below where the text contains the term *sok enggres* (English wannabe).

d. ...*Jangan sok enggres tapi grammar acak adut...* (10/06/2021)

(EN: ...don't pretend to speak English well but the grammar's broken...)

As we can see in the sentence above, the usage of both terms is extremely similar. They used the word 'do not' or 'don't' before the term to stop them from using their English in communication using the excuse of the lack of proper grammar or the overall English competency. This example has the same pattern of linguicism as the examples before; **stigmatization** (Skutnabb-Kangas, 2012). There are also other aspects that are usually being degraded for being far from the native English standard, one of them is pronunciation. Take a look on example e.

e. A: *guru bahasa inggris kalian pronunciation nya bagus gak?*

(25/01/2022)

B: *ngga.. Inggris medhok.* (25/01/2022)

(EN: A: does your English teacher have good pronunciation? B: no..

medhok English)

The word *medhok* or *medok* can be translated as ‘a really noticeable local accent’ (KBBI V Mobile App, 2022) which is well known as Javanese accent. The writer of the comment is extremely clear in showing the disagreement on how the Javanese accent of their teacher are not considered as good. *Medhok* English that the teacher used in the classroom cannot be accepted by the student because of the monolingualism ideology on Indonesia’s curriculum (Sugiharto, 2020). All of the explicit texts that were collected showed the linguicism pattern; **stigmatization** (Skutnabb-Kangas, 2012). The act of explicitly showing their disagreement, hate, and critics towards group of people that is not quite competent in using English is the definition of **stigmatization** (Skutnabb-Kangas, 2012) itself.

Below is the table of the explicit texts in total

Tabel 2

No	Target of linguicism act	Number of text
1.	Grammar	12
2.	Pronunciation and accent	2
3.	Overall English skill	17
Total		31

2. Implicit Text

There are things that need to be considered before we move into the implicit texts. One of them is that the fact that most of the writers of the tweets did not intentionally mystify the texts by erasing the agents or such. However, Fowler (2018) mention that language does hold power as the

instrumental of the unequal power distribution that happen in society. Thus, the point which the writer did not purposely choose to mystify their texts can exist along with the texts that are valid as the data to be demystified.

The implicit texts are demystified using Critical Linguistic analysis by Fowler, et al. (2018). The five headings that are necessary to unveil the hidden meaning consist of grammar of transitivity, grammar of modality, transformation, classification, and coherence.

Take a look on these texts below.

- a. *pernah dikatain sok inggris sama orang yang nulis thanks you dan happybrithday.* (08/12/2021)

(EN: once being told as English wannabe by someone who wrote ‘thanks you’ and ‘happybirthday’)

- b. *Dikatain sok inggris sama orang yang masih nulis MY MINE, KEEP SMILE, BABYSISTER.* (01/05/2022)

(EN: Being told as English wannabe by someone who still writes MY MINE, KEEP SMILE, BABYSISTER)

- c. *dikatain sok inggris sama orang yg gak bisa bedain him & her.* (27/05/2022)

(EN: being told as English wannabe by someone who could not differentiate him & her)

- 1) Grammar of Transitivity

To analyze the predicates in these posts, we can ask four main questions by Fowler (2018); 1. Does the predicate affect one or more entities, 2. Does the predicate produce a new entity, 3. Does the predicate is performed by the agent on themselves, 4. Is the action initiated by the agent or other respondents.

If we look closely at the posts above, there are two predicates in the first two sentences (example a and b). The first one is *dikatain* (being mocked as; being told) and *nulis* (wrote). For the predicate *dikatain*, first question's answer is that 'it affects the subject of the sentences by the object'. The reason is that the verb is in passive form. In addition, the writer decided not to expose themselves as the one being affected. The second question leads to the fact that it does not produce any entities because utterance does not have physical form. It also affects the subject mentally, not physically.

The next question's answer is pretty obvious as the passive form indicate that the predicate or the action is done by other respondent (the subject that become the object due to transformation) to the agent (the object that become the subject which refers to the writer). In this case, it is unclear whether the action is done directly or indirectly. The writer only stated that someone mocking them. We only know that the object (the agent) is the one initiated the action.

The next predicate in both example a and b is *nulis* (write). The predicate took place in the sentence as the adjectival clause that define the agent (the object of the sentence as well as the subject of the clause). The predicate itself does not affect any entities. However, it produced a new entity in the form of writing. The agent is the one initiated the action and they did not put the action into themselves.

For the example c, there are also two predicates. The first one is *dikatain* (being mocked; being told as) which is the same as the previous analysis. The second one is *gak bisa bedain* (could not differentiate) which was placed in the adjectival clause to define the object. The structure of the sentence is similar to the previous examples. However, the predicate is different. The previous predicate is a verb that contains action while this predicate is a verb that contains mental process (to differentiate). The predicate was not affecting any entities and did not create any new entities from the action. The initiative was also taken by the object (the actor) of the sentence (the subject that become subject in passive form sentence). The agent also did not perform the action on themselves.

In analyzing the grammar of transitivity, one thing that should be remembered is that there is a revelation of a thing called linguistic disposition in every sentence we analyzed by asking the four questions above. Fowler (2018) also mentioned that asking

things related to who might be the most benefitted from these actions will be effective in the analyzing process. For example, asking what kind of entities the actor is; is it an individual? organization or institution? The actor is divided into two categories; the animate actors (human and animal) and the inanimate (it can be an abstraction or names of organizations). In this case, all three examples have animated actors (human).

2) Grammar of Modality

Another thing to be considered about is how the writer addressed the agent in these sentences. Three of them used the term 'someone' instead of personal pronouns like she, he, and they to address the third person agent in the texts. This is included in the grammar of modality which can be used to determine the interpersonal relationship between the writer and the interlocutor (people who read the text). "Governing the use of the personal pronouns are factors which we can, in general way, describe as proximity and distance, directness and indirectness." (Fowler, et al, 2018: 204). We can understand that the writer gave so much distance as they addressed the agent as 'someone'.

3) Transformation

The first thing we noticed in these texts are the missing subject and the passive form that is used in the three of them. Passivization is one of the types of transformation which transforms

the active sentences into passive form. In these sentences, the agent ('someone') might be seen as the one affected and vice versa. However, the affected or the one became subject in these passive sentences is removed (possibly 'I'). This gives the agent of the event more attention than the one being affected.

4) Classification

In addition to the previous headings, we looked at how the writers ordered the sentences which refers to the grammar of classification. The headings also take the positioning of adjectives as an important aspect of the analysis. As we see in the three examples, they gave adjectival clause (the words placed after 'who') to define the agent and grouping them as one sort of type; someone or person who cannot write and differentiate English words correctly.

5) Coherence and Unity

Lastly, Fowler (2018) believed that every linguistic feature has interrelation with each other and by pointing the predominant units of the linguistic feature can lead to the discourse's ideology. This is explained in the fifth heading of the Critical Linguistic. As we can see, in this group of examples, the writers mostly used transitivity and transformations. The deleted subject of the passive form ('I') giving the object (the agent or the actor/'someone') the highlight of the discourse. In addition, by adding terms like

‘someone’ and define them by adjective clause (the words after ‘who’) serves the purpose of branding certain people. Before that, the writers placed the action that is done by the agent (the object of the sentence) to emphasis what have they done. The writers use this structure to humiliate or to satirize the group of people by what they cannot do. Thus, we can see the linguicism pattern called **stigmatization** (Skutnabb-Kangas, 2012).

This group of examples is the reply of one tweet that has already shown in the explicit text in example e which:

Guru bahasa Inggris kalian pronunciation nya bagus gak? (25/01/2022)

(EN: Does your teacher have good pronunciation?)

Here are the replies of the tweets above:

d. *Sebenarnya bagus, cuman masih kelihatan medhoknya dikit trus kebanyakan 'what is it'. (25/01/2022)*

(EN: actually good, but the *medhok* accent is still showed a little and too much ‘what is it’.)

e. *bagus, beliau ngomongnya us accent yang cas cis cus gitu. (25/01/2022)*

(EN: good, they speak *cas cis cus* US accent)

f. *baguss pake logat british lagi skssk. (25/01/2022)*

(EN: good moreover using british accent *skssk*)

1) Grammar of Transitivity

In those three examples, the writer did not mention any agent or subject in the text. Rather, they focused on the predicative adjective such as ‘good’ then gave explanation about the ‘slight’ incompatibility in the text referring to the *medhok* accent. The predicate is in the form of adjective as all the main clauses are in nominal form. Thus, the three examples applied adjectives as their predicates in their main clause. This makes the analysis for the transitivity become; 1. The predicate does not affect anyone because they are included into ‘state’ predicates, 2. It does not produce any new entities, 3. It is not performed, and 4. It is not initiated by anyone. The reason behind those answers is that the form of the predicates are adjectives. More specifically, they are states which makes them unable to carried any action meaning in them.

The dependent clause in the example a has another predicate which is *kelihatan* (show; seem; appear). This predicate might be seen as agent-action verb as the structure of the clause is subject + predicate + object. However, the predicate is classified as mental process verb with unidentified agent. The clause “...but the *medhok* accent is still showed a little...” or the original clause in Indonesian “...*cuman masih kelihatan medhoknya dikit...*” has different form. This leads to an interesting finding related to the presentation of the agent in both languages.

In the Indonesian form of the clause, the subject is not clearly presented, however, we can see the predicate *kelihatan* is positioned in front of the object which is *medhok*. By structure-wise, people would guess that the verb is in active form even though it is not. The researcher decided to translate the clause with the same meaning but with different structure because the passive form of the predicate in Indonesian. One of the indications of passive verb in Indonesian is the prefix *ke-* and suffix *-an* (Kamsinah, 2010). The passive form of the predicate in Indonesian makes the deletion of the agent possible. Even though the structure of it might be the same as the active form in English (where the object is placed after the predicate), it is still acceptable to use just like the passive form (deleting the subject).

The subject in both example e and f dependent clause is classified into an agent and a predicate where the agent 's role is an actor that do the action (predicate). However, there are no new entity that is produced by the action. Rather, we have adverb that described the action of the actors. The actor for example f is not showed or deleted because the nature of the sentence is in informal which is acceptable.

2) Grammar of Modality

After that, we learnt that the predicate is also classified as mental process. Now, we move on to the modality analysis. The

word *kelihatan* (show; seem; appear) is associated with the meaning of being visioned; being seen. However, the context of the sentence is an accent that is associated with hearing. The written form of this example "...the *medhok* accent is still showed a little..." can be interpreted as "...the *medhok* accent can still be heard a little...". This proved that there are quite a lot of predicates can be interpreted or conveyed differently by the speaker or writer as well as the listener or the reader (Fowler, et al., 2018). This is, even though looks like an analysis about the transitivity, also included into the modality features of the clause.

Both example e and f also have actor that is clearly described in both sentences. The writer of example f possibly deleted the actor due to informal Indonesian that is used (as said in transitivity part above), but the actor is clearly referred to their teacher. The example e, in other hand, refer his teacher as *beliau* (he/she/pronouns that is used for people that is respected) which is a polite way to address someone related to the conversation with respect (KBBI V Mobile App, 2022). This gives us information regarding the writer's relationship with their teacher.

3) Transformation

This heading does not really stand out in this example because the sentences are in nominal form. We need to remember that nominalization of a sentence is different with an actual nominal

form. Nominalization involve nouns that contains predicate meaning, for example ‘eating disorder’ and ‘book review’. Thus, there are still action in the sentence.

4) Classification

The reply of the tweet above has different responses but still contains linguicism ideology in it. The first reply has the same meaning as the previous example e in explicit text. However, the writer gave an affirmation of the word ‘good’ as if they agree of how the teacher speaks in the classroom. Then, they slightly gave annotation that they did not quite agree because the teacher sounds slightly *medhok* (Hamid, 2022).

One of the most noticeable linguistic features in this sentence is how the writer wrote the words in order. We call it linguistic ordering or classification. In the first clause, the writer placed the adjective *bagus* (good), then used the conjunction “but” which serves as the contradiction of the stance before. In addition, the writer gave additional clause stating that “the accent is still showed up a little”. Thus, creating the understanding of *medhok* accent as a flaw.

5) Coherence and Unity

From these sentences, we found transitivity and transformation unit as well as transitivity and modality unit being the dominant linguistic feature. The ideology of linguicism is

presented as **stigmatization** (Skutnabb-Kangas, 2012) towards one's linguistic aspect (the accent) rather than one specific group or individual. The same structure is also found in the next two examples, however, there are slight difference in presenting linguicism ideology.

First, how the British and American accent is followed by adjectives for describing something with good interpretation such as *cas cis cus* (literally means fluent) and 'good' without extra explanation for the 'slight' local accent. This shows that people still hold the monolingualism and nativity as the standard for correctness. Thus, there is a clear unequal power distribution between the teachers that use local accent and the teachers with British or American accent (Wahyudi, 2018).

Second, Fowler (2018) mentioned that the process of creating such texts might be unconscious or that their linguistic performance is under the sanction of society norms. It means that what made the writers choose to write is also influenced by how the society sees things. Even though they wrote the reply naturally and unconsciously to discriminate a language user, the linguicism ideology has been imposed into their texts whether they like it or not.

- g. *FL-ku malah nulis my happiness jadi may happiness, baca girl jadi grill. Padahal dia ranking satu di sekolah. (02/05/2022)*

(EN: My friend rather wrote ‘may happiness’ instead of ‘my happiness’, pronounced ‘grill’ instead of ‘girl’. Even though they are the first rank in school)

1) Grammar of Transitivity

There are two sentences in this example. The first one contains two predicates with a subject that acts as the actor of the actions. The predicates might seem like an action-wise predicate. However, in this sentence, the writer rather explained the action of the actor which led the researcher to believe that these two predicates are pseudo-action predicate. The pseudo action predicate might seem like the actor doing something but they are actually a state. What makes pseudo-action predicate is difficult to differentiate with action predicate is that the syntax structure of the sentence is S + P + O. For example, “We know the truth” which the predicate turns out to be a mental process. “I take the bus from Bandung to Surabaya” which the predicate turns out to be state or things that are happened rather than being done by someone.

The second sentence is a nominal sentence where the predicate is the adjective and the actor is the pronouns “*dia*” (they; non gender pronoun). The predicate of this sentence is a state where the subject is in.

2) Grammar of Modality

Here, the writer used 'my friend' and 'they' as the pronoun of the agent of the event. The event itself does not affect any other object. For the information regarding the usage of pronouns in Indonesian, the Indonesian Language does not refer to any gender. The pronoun of Indonesian Language to address the third person is '*dia*' which means 'she or he'. However, the researcher used 'they' as the non-gender pronouns in this research.

3) Transformation

There is no transformation of a sentence detected in this example. Among the examples that have been analyzed before, this example might be the most straight forward. The ideology of linguisticism can be seen in how the writer write the sentence. However, that will be explained in the next part.

4) Classification

The texts itself seem direct in explaining how the writer's friend wrote or pronounced English phrase. However, the last sentence of the text mentions the adjective predicate 'first rank'. The placement of adjective itself has several objections. Predicative positioning in a sentence has the objection to express the writer's evaluation while the prenominal positioning has the objection to classify rather than evaluate.

By adding the idiom 'even though' that means 'in spite of the fact that...' (Merriam-Webster Online-Dictionary, n.d.) it creates

the same effect as example d in this sub-chapter. The texts give the idea that the first rank in school should have been good at English as well. Associating English competency with people's intelligent is one of the things that usually found in Indonesia's social media. It is mentioned how **the glorification** of English is part of the linguistic pattern (Skutnabb-Kangas, 2012).

5) Coherence and Unity

This example has modality and classification unit stand out because the sentence is quite straight forward. The way the writer placed the adjective "first-rank" and how they cannot seem to pronounce or write English correctly together has shown that the writer associating English language with someone's intellectuality. Just how it is explained in classification part.

The implicit texts itself made the 35,4% (17 texts) of the data found in Twitter. Below is the table for implicit texts' classification.

Tabel 2

No.	Texts	Number
1.	English associated with someone else's intelligent	3
2.	English associated with high society/ developed society	2
3.	English associated with monolingual ideology/ nativity	12
Total		17

The classification of the implicit texts show that English language is seen as important, valuable, and powerful language in Indonesian society. Rapatahana and Bunce (2012) described English as one of Greek mythology creature called

Hydra for its image of powerful and undefeatable monster. They explained that the characteristic of Hydra with its nine heads symbolizes how English has dominance in many aspects. However, the power it holds can cause damage towards what is weaker than it, in this case, other language. There is the need to control the power it has and it is possible to do. Meaning that we can make a change into our society.

B. How Linguicism Practices Construct the Inequality and ‘Grouping’ ELF Speakers in Indonesia

After we classified the type of linguicism act in Twitter posts, we will be discussing how the discrimination is constructing the divide between ELF speakers and inequality in privilege they have. Privilege, in this context, has the meaning of “a right or immunity granted as a peculiar benefit, advantage, or favor”. Another word which has the same meaning as privilege is ‘prerogative’ which means “an exclusive or special right, power, or privilege”. The term can also be described specifically to “a right and immunity attached into a specific position or office” (Merriam-Webster Online-Dictionary, n.d.).

The researcher used questionnaire to collect data from the respondents to answer the research question regarding the phenomenon. There are 52 respondents from the age range from 19-23 years old that participating in this research. The data that is collected is in written form and the process of collecting it is done online through Twitter.

1. Where English Language Stands in Indonesian ELF Speaker Community

Before we discuss about how the practices of linguicism divide the community into groups, we will understand more about what is English for Indonesian EFL speakers. How and where English stands in their social life. And how they perceive English as a language. By doing so we can take some information on how much influence does English has in our society and how the linguicism can create inequal privilege among EFL speakers in Indonesia.

The spread of English language is strongly related to Linguistic Imperialism (Skutnabb-Kangas & Phillipson, 2013) and how it can affect many local languages negatively even brings them into destruction. However, the subtly structured idea of the language 'spread' makes it seem as if the process is done agentless. It made us think that it cannot be helped. As if some particular groups of people will not be benefited for the 'spread' of a language (Phillipson, 2000). Thus, in this English 'spread' context, as people who will get ours destroyed if we do not take action, spreading the awareness is the most effective way.

Most of the respondents use English when posting their tweets (65,4%) and when we questioned why they use English, the answer can be classified into three groups; 1. To express themselves; 2. To gain knowledge/to practice their language skill; 3. To communicate with foreign colleagues. While the 13,5% of the respondents do not use English mostly because they lack of confident and regards their English as not good

enough. And the rest of the respondents answered sometimes, seldom, rarely etc.

By this information, we can say that English has become their important aspect in life. The hydra characteristic (Rapatahana and Bunce, 2012) where if one of the heads is cut off, it will multiply is analogous with how much English has influence in many aspects in outer-circle English country like Indonesia. How mostly of the respondents use it as way to express themselves and few of them cannot do that because they think their English is not good enough is one example of society shaping our way to perceive things either consciously or unconsciously (Fowler, et al., 2018).

This information can serve as one clear evidence of how one has more privilege than the other. The one with better English can express themselves freely than one without it. However, we need to take notes that every respondent holds different thought and idea, that is why this statement can still be developed more. Rather than taking the perspective from how the privilege is given, it is more effective to see from the perspective of how the right is taken from someone. One of the answers from the respondent said:

“Because I haven't enough confident with my English. no, I just feel like I might make mistakes in grammar. or sometimes if I use English on twt (make a tweet), it feels too formal and I don't understand a lot of slang word in English.” (15/07/2022)

There are two things that can be addressed related to this statement. First, what is the cause of the insecurity of the respondent. They said that they felt insecure because they were afraid of making mistakes in grammar. This is related to how linguicism can affect someone psychologically which shown by the respondent above such as decreasing in confidence (in using English) and experiencing trauma (to use English on public space) due to harsh criticism) (Dovchin, 2020).

Second, how the respondent thought that the use of English is not suitable because it is too formal to use in social media and that they do not know many slang words in English. There is an appropriateness aspect that comes into the speakers' considerations when they chose not to use certain way of speaking the language. It was mentioned by Fowler (2018) that sociolinguistics comprehension includes how you select and consider the propriety of the situation when the interactions occur. It is a norm that is constructed by society where the way an interaction is carried is dependent on what someone's stand on the social class. It is shoved into language users whether they like it or not and established by socio-economic factors which language users has no control over it (Fowler, et al., 2018).

All these information show that English language holds great influence towards the respondents who participated in the research. The occurrence of linguicism act is just restrained them from expressing themselves freely because the stereotype that is created. Even though one might not experience it directly, the idea of how one should get to the native level of

speaking could actually become the reason why one cannot speak English confidently (Dovchin, 2020). It also affects negatively those who are obligated to learn English like students in high school or college because of **the stigmatization** (Skutnabb-Kangas, 2012) towards non-native English in formal institution (Mahboob & Szenes, 2010).

2. English on Social-Media

One of the reasons why English can maintain its position as the dominant language in the world is that the promotion that is done by a system both of material or institutional structure and ideological positions. For example, how English is maintaining its positions as the most dominant language on the internet (material position) and idea that promotes English as the superior language (ideology position) (Canagarajah, 2000). We can say that in Twitter, English is indeed the most used language (Honeycutt & Herring, 2009; Hong, Convertino, Chi, 2011).

Twitter has its distinctive characteristic. It can only use 280 characters in every tweet posted with certain characters count as 2. The developer stated that using Chinese/Japanese/Korean (CJK) characters as well as emoji is count as 2 characters each. Thus, for CJK character users, the characters that can be used in a tweet post is 140 characters (Twitter, Inc., 2022). Regardless, it is shorter than Facebook. It makes the writers of a tweet post use different linguistics structure to express themselves.

Due to its short and brief characteristic, tweets are often used as the media of campaign. Twitter also has 'like', 'reply', and 'retweet' buttons. Everyone who follow a certain person can also be exposed to what posts that certain person likes, replies, and retweets. Therefore, it is very effective to reach a bigger number of audience than other social media (Zakiyah & Wahyudi, 2022).

When the respondents were asked about their opinion regarding the Indonesian English that is used in Twitter, there are several kinds of responses. Some answered positively and the others answered negatively. There are also small number of people that chose to answer in neutral responses such as "normal", "no comment", "it doesn't matter" and etc. People who answered positively have responded with "I respect them", "it's fine", "it's good". In addition, there are also respondents who explained why they see this in a positive light. One of the respondents, Ani, answered,

"Kalau menurut saya itu tergantung maksud dan tujuan penggunaan Inggris Indonesia untuk apa kalau untuk suatu pembahasan yang informal atau lebih untuk mengekspresikan diri maka boleh-boleh saja tapi kalau untuk hal yang formal atau hal yang seharusnya tidak boleh disikapi asal-asalan maka tidak setuju dan harus di beritahu yang benar bagaimana.

(In my opinion it depends on what the intention and the objection of the Indonesian English usage for, if it is for some informal talks or for expressing oneself then it is alright, but if it is for formal situations or

things that should be taken seriously then I am disagree and they, who use them in formal situations, should be told what is the right thing to do/say)” (11/07/2022)

This, even though had been classified as positive response, there are aspects in this statement that can reflect the situation of English as well as Indonesian English on social media. Ani mentioned two situation which differentiate how she responded Indonesian English. First, she showed positive responds when the situation is informal and the opposite when the situation is formal. The idea of not using other variant English other than Inner Circle English in formal or serious situation because other kind of English is “improper” to use really reflects the ideology of linguicism (Hamid, 2022). We can see **the stigmatization** and **rationalization** (Skutnabb-Kangas, 2012) pattern in this statement clearly.

While one of the negative responses that is received from respondent Rina, said,

“To be honest I find it a little bit annoying, I prefer someone who tweet 1/2 sentences using English then in the next sentences they use Bahasa Indonesia, for me that is better than someone who mixed both language in a sentence.” (11/07/2022)

This is also one of the problems in Indonesian EFL community. The nativism when using English is so normalized that people do not accept such “half-hearted” English. Mixing language is one of way to express

themselves in their own way. By using it with our accent or mixing it with our language we simply create our own English. Thus, it should be acceptable as how American and British English are acceptable (Hamid, 2022).

3. How Linguicism Acts Create Inequal Privileges among Indonesian EFL Speakers on Social-Media

Skutnabb-Kangas (2012) explained that there are three patterns of linguicism; **1. Glorification; 2. Stigmatization; 3. Rationalization.** Glorification is when the dominant groups' culture, norms and things they do is glorified while stigmatization is when the marginalized group's culture and norms are being stigmatized. Lastly, the rationalization is when the things that the dominant groups do will be seen as normal or even beneficial towards the marginalized group.

Considering the definition of those pattern, linguicism can happen everywhere, by whoever and to whomever, as long as there is the pattern in that society or community. Now, we will be discussing about how linguicism happens in social media especially in Indonesian EFL speaker community. In this case, the dominant group in the community is people who glorify Inner Circle English Country such as the US; the UK; Australia; and etc. in using their English language. For example, the grammar, pronunciation, and the standard in using them. While the marginalized group is people who cannot use/speak/master the English

language as Inner Circle English Countries. We can clearly see this phenomenon on Twitter where people get humiliated and stigmatized for using the “wrong” grammar/pronunciation and using weird accent (local accent or Indonesian accent). There are also times when someone get criticized for mixing English language with Indonesian.

From all the respondents who participate, there are nine people who experienced Linguicism acts. One of the respondents, Andrea, answered when he was asked about whether he usually uses proper English on social media:

“Yes”

Andrea answered again when she was asked about the reason:

“Trauma because i've ever get criticized?” (15/07/2022)

Out of the nine respondents who experienced linguicism, six of them also answered “yes” and the reason is mostly because they thought the Inner Circle English Country as the basis of learning English and because English is originated from them. When asked about whether or not the Inner Circle English Country is important as the standard of “correct” English, seven out of those nine people answered “yes” while one of the other two answered

“Yes, at some point”

I asked for further explanation. Kay answered,

“Mungkin karena lebih general dan gak bisa dipungkiri kiblata nya kesana. Tapi untuk diterapkan di kehidupan sehari-hari, slang words nya cukup gak "masuk" di Indonesia. (Maybe because it is more general and we cannot disagree that the role model is in there; America, British. But to be applied in daily life the slang words is not fit in Indonesia.)”
(11/07/2022)

the other respondent named Devan also answered,

“Well, it's a culture-wise question. So, it depends on which patch (possibly meant to be path) do you want to pursue when in learning process.” (15/07/2022)

By those data itself, the third pattern of linguicism which is **rationalization** (Skutnabb-Kangas, 2012) is defined in this community. **The rationalization** is when the act of the dominant group is seen as normal and something “good, useful, and beneficial” for the one that is marginalized. The act of correcting people grammar or pronunciation is seen as “kindness” to share knowledge and lesson. This is the cause of many Indonesian EFL speakers have been struggling in using English on social media.

Devan continued his answer regarding the standard of English language in Indonesia,

“We don't really have any English standards in Indonesia because, well, we simply don't use English daily. There are a vast majority of people

here who literally can't use English at all. So, it's actually up to the learners to use any of standards they want to. Either American, British, Australian, Canadian, or both of them are good.” (15/07/2022)

He stated that Indonesians do not actually use English in their everyday activity. It is exactly the situation of language usage in Indonesia. The way English is used in Indonesia is different with how country like Malaysia or Singapore use it. Indonesians do not use English as communication tool in everyday activity, rather, they mostly use Indonesian in big city, like Jakarta, and local language such as Javanese, Balinese, and Sundanese in a more remote area (Lauder, 2008).

The fact that English is not quite used in daily life by Indonesians, yet people stuck to the nativism and monolingualism ideology is ridiculous. People who use English on social media and discriminate people who do not use English the way native speaker use it possibly overlook the functional aspect of language. It can be implicated that English (especially Inner Circle English) is seen as the symbol of modernity, intellectuality, and the language of high-class society (Rapatahana & Bunce, 2012). This type of idea is clearly glorifying English as the dominant language. Thus, it leads to the linguistic pattern; **the glorification** (Skutnabb-Kangas, 2012).

It makes sense that the thought of English as the symbol of only excellent things will make people who cannot reach the level of native

speakers or close to it feel discouraged while being good at it means you gains the superiority feeling which has been promoted as what English language is as an ideology (Canagarajah, 2000). This situation is what caused the divide of Indonesian EFL speakers on Twitter and the imbalance power division or ‘privilege’ between the community.

C. The Position of Indonesian EFL Speakers in Linguicism Phenomena on Twitter

The researcher asked quite direct questions regarding the topic.

“Do you think that Indonesian English is acceptable to use not only in Indonesian EFL community but also in international community?”

The answer of the question asked has three kinds of reaction; people who agree of the idea of Indonesian English is acceptable whether nationally or internationally, people who answered vaguely or was not sure of their answers, and people who are not quite agree with the idea.

One of the respondents named Bella answered, “I do think so. I think it’s pretty unique.” (11/07/2022). Then answered another follow up question which “Are you supporting the idea of Indonesian/local English should be as equal as British/American English in our society?”

“Yes, I am! Thus, people who are learning English will not get criticism because of their Indonesia English accent.” (11/07/2022). She answered. The idea that is construed from Bella’s answers is that she is well aware of the existence of linguicism acts on social media and support Indonesian EFL speakers to have their own freedom to express themselves using English.

However, when she was asked about her opinion regarding British and American English as the standard of “correct English” in Indonesia, she answered,

“In my opinion, yes” When she was asked why, she explained, “Because those countries are the origin of English Language” (11/07/2022)

This statement seems contradicting with her previous answer that was mentioned above. Despite that, this kind of thought is understandable as Indonesia highly prioritize English as foreign language especially in their educational institutions which carry monolingualism ideology in their curriculum system (Wahyudi, 2018; Sugiharto, 2020). The idea of using Inner Circle English as the standard of correctness when using English has been constructed in our society that the idea is proposed unconsciously (Fowler, et al., 2018). This is also related to how non-standard English is acceptable in informal situation such as casual conversation but not in the formal or professional situation even if both could reach the functional goal of a language (Hamid, 2022).

There is also another answer regarding Indonesian English acceptance in national and international community from another respondent which is classified into negative response,

“It is acceptable to use it in Indonesian English L2 speakers, but not for international community” (11/07/2022)

There are several answers which have similar idea as this response. This kind of response consists of linguistic ideology that we can see in **the**

stigmatization (Skutnabb-Kangas, 2012) pattern that is done towards Indonesian English. The number of respondents that responds similarly as the answers above is the majority. This statement leads to the conclusion that the respondents, even though they positioning themselves to support the idea of Indonesian English, they are still affected (consciously or unconsciously) by the reality that is constructed by society (Fowler, et al., 2018). Thus, how they took position in this issue is also indirectly affected by the linguicism ideology in the formal institution (whether it is college, school, office, and etc.) or even from social media (Twitter) itself.

If we look at how linguicism is investigated in formal institution such as Mahboob & Szenes (2010) which took place in academic institution, this research is more generally written and informal as how the data and the place chosen to investigate are from and in Twitter (social media). Mahboob and Szenes (2010) focused on how the students of the marginalized group gained disadvantage in how they were assessed (because the grade system uses native speaker level as standard). There's one similarity that the researcher noticed. Mahboob & Szenes (2010) also investigate textual data from the students' assessment. However, there is still differences in investigating the textual data. They compare two assessments where the two students are from different group and focused in investigating the differences between both essays. While this research is focusing on finding the linguicism ideology in the textual data by using Critical Linguistics (CL).

Hatori (2005), in other hand, investigated linguicism in similar way with this research. We both also discussed how the linguistics imperialism has affected our country from many aspects. However, Hatori (2005) focused more in investigating the effects of linguistics imperialism (which Linguicism is one of the results) on the English language assessment in the language policy while this research focused on how the linguicism ideology is carried through textual data and its effect on EFL community in Indonesia. Thus, in research of linguicism, this research is more focused and detailed than Hatori's (2005) research.

Another researcher, such as Cho (2016), focused on how the minority of pre-service teachers were engaged in discussion about racism and linguicism through counter story telling. Both researches have differences in the focus and the way we collect the data. The major differences that can be easily noticed is how Cho (2016) focused in using the counter story telling method not only in collecting the data but also in his teaching method. While this research focused in describing and investigating the data that contain linguicism. The researcher of this study never directly engaged in discussion with the respondents. The only similarity might be that we both investigated linguicism act that has been going on in a particular community.

Wright & Bougie (2007), also studied linguicism in academic environment. However, this study focused on stopping linguicism act in academic environment. The differences are that this study not only focused on the formal institution but also how to stop the linguistic racism. Its only similarity with

this research is that we encouraged bilinguals and multilinguals. Even though this study is not experimental and did not involve any practice, we support through the way it is seen in positive light in this study.

Oliver & Exell (2010) studied linguisticism that is experienced by aboriginal people in Australia. We have difference in how this research use social media as the field and using questionnaire to collect the data. In other hand, Oliver & Exell (2010) directly engage with the respondents and collect the data using interview and recording. There is not much similarities other than the fact that we investigated linguisticism that is experienced by one marginalized group in a community.

Uekusa's (2009) research on linguisticism has similarity with this study; the general idea of linguisticism that happens in society. Uekusa (2009) included many aspects that linguisticism could happen in. however, the differences between both studies is that how Uekusa (2009) focused more in the strategy to counter linguisticism and negotiating it while this study focused more in revealing linguisticism act that happened in social-media.

In other hand, his other study that related to linguisticism focused more in the situational context of the occurrence of linguisticism (Uekusa, 2019). Uekusa (2019) studied how linguisticism can happen when there is disaster in particular area (Japan) and how people who are not native to Japanese language experience discrimination in getting assistance. Other than that, we both investigating linguisticism, there are no particular similarity between both studies.

The study by Dovchin (2019) has similarity in how the inequality between two groups in using language. However, Dovchin (2019) focused on the translingual speakers as the marginalized group. This is similar with this study even though there is slight difference; how Dovchin (2019) used the term “linguistic discrimination” instead of linguicism as in this research.

In his study about the psychological damage of linguistic racism, Dovchin (2020) focused on the negative effects that the students in Australia experienced due to linguistic racism. Unlike this research, Dovchin’s (2020) study focused on the psychological aspect of linguistic racism.

Dobinson & Mercieca (2020) also use the term linguistic racism. However, this research has similarity in how we portrayed the dominant group as people who have linguistic privilege. Dobinson & Mercieca (2020) also use interview to collect the data while we did a questionnaire. One other similarity is that we also investigated textual data even though both are different things (Dobinson and Mercieca investigate the document of the university policy while this research investigated tweet post in twitter). The result show that there has been linguicism practice in the academic system in the university which is supported by the institution in their policy in grading student’s assignments.

McIntyre & Riggs (2017) also studied racism and linguicism. What difference is that the research focused on popular culture (reality show). While this study is focused on social media posts (tweets). They focused on the linguicism act that is shown in one of American reality shows. The act of discriminating through utterances that can be interpreted as negative

connotation towards one of the contestants of the show. There is also difference in the data that is analyzed (spoken language and written language).

Bleichenbacher's (2012) study of linguicism might be the most similar with this study in a certain way. Bleichenbacher (2012) use popular culture (movies) as the data that has linguicism ideology in it. Then, bleichenbacher (2012) take some respondents from some of the movies' audiences. The similarity that is found in both the studies is that the finding of the studies revealed that even though there is explicit linguicism ideology that happens in either the movies or Twitter posts, people seem to regard this issue as something normal and usual. This part is the thing that should be worked on in the future.

Lawless (2014) also analyzed movie as the data. The study, unlike this research, not only focused on linguicism but also the racism and stereotype of others in the movie. Thus, the linguicism analysis only covered the way the movie represented the way language is used by 'other'. The finding of Lawless' (2014) study is that the movie prevailing the ideological message regarding Russian's language and culture in negative context.

The researcher of this study believed that this study's contribution in linguistic field is how linguicism ideology is carried on social media and is seen as something normal to do. This proved that the linguicism pattern called **the rationalization** (Skutnabb-Kangas, 2012) is strongly attached to Indonesian EFL speakers on social-media. Thus, it affects the way Indonesian EFL speakers perceived English as foreign language in Indonesia and how they position themselves regarding of the linguicism phenomenon on Twitter. Also,

the topic of linguicism is not rarely discussed in Indonesia even though there are many cases of linguicism acts. Therefore, I believed this study can bring new insight towards linguicism research in Indonesia.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The investigation of linguicism on social media (Twitter) has found that there are two types of linguicism act (in text form) that occur in Twitter; implicit and explicit texts. I also found that the way society perceived English is the main cause of the unequal privileges among Indonesian EFL speakers. The positioning of the Indonesian EFL speakers regarding Indonesian English (non-standard English) and Inner Circle English is still split by how Indonesian English is supported in informal situation while in the formal situation, Inner Circle English is still required to use.

This study provides new insight to the linguistic field that concerns linguicism. Social media (Twitter) has been an important part of a digital society. The media itself does carry ideology and culture in our real-life society that we have. The benefit of using social media is that we have digital trace which is very easy to search and can be permanent (as long as the original post is not deleted). We also took Indonesia as the place where the research is worked on. Even though linguicism issue is still not quite common to be discussed in Indonesia, the linguicism pattern has been here for a long time. We also taken Indonesia as part of Outer Circle Country which only uses English as foreign language. This is one of the new insights that this research claimed as linguicism is not commonly discussed subject in Indonesia other than using social-media as where the research took place.

B. Suggestion

This research had a limitation which is how the data was collected through questionnaire. This method limited what clarification we could get from the respondents regarding their answers. There was also another factor such as using social media Twitter as the media to communicate with the respondents. This was quite challenging because it was difficult to receive fast responses or answers from the respondents. Thus, I recommended some suggestions for this kind of study in the future.

The researcher recommended this kind of study to use interview as the technique of collecting the data from the respondents. It helps to get more understanding of the idea that the respondents trying to convey by answering the question. It is also great because the researcher can directly clarify things that seem to be quite vague for the researcher. Thus, semi structured interview is recommended.

The data that is taken from respondents through questionnaire in this research is in the age range of a college students. This is done to make the researcher relates more to the respondents. However, the researcher thinks study using older respondents with the age range of lecturers can be a great suggestion for future studies about linguisticism.

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CURRICULUM VITAE



Faizatu Dini Fatah was born in Bondowoso on July 28, 2000. She is the second child among three daughters. She was graduated from SMA Ibrahimy in Islamic Boarding School of Salafiyah and Syafi'iyah in Sukorejo, Situbondo city. She was also graduated from the same academy for his middle school study. In 2018, she continued her study at UIN Maulana Malik Ibrahim Malang in the Department of English Literature until 2022.

Appendix 1

FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG

Information Sheet for Respondent

Researcher: Faizatu Dini Fatah, English Literature Department, UIN Maulana Malik Ibrahim Malang

I am an English Literature Department student at UIN Maulana Malik Ibrahim Malang. As part of my bachelor program, I am in a process to complete my research thesis on linguistic field. The research project that I am going to do is ““Stop Using Broken English!!” Linguicism on Social-Media: Indonesian EFL Speakers’ Point of View”. This project research has been approved by UIN Maulana Malik Ibrahim Malang and the consent has been provided.

The respondent who agreed to participate in this research will be given particular questions regarding the topic of the research. The respondents’ identity will be completely hidden as matter of privacy. Thus, we hope that the respondent will give sincere and honest answer to the questions that is given in order to get competent data.

The research will be conducted online through Twitter Apps. If the respondent chooses to withdraw from the research out of privacy concern or other reasons, the researcher will exclude the data and will not spreading the personal information of the respondent. All the data will remain confidential. No one besides me, the researcher, and my mentor will have the access to your personal data. If you have any further questions, please contact me via e-mail (dinifatah28@gmail.com).

Sincerely Yours,

Faizatu Dini Fatah, Undergraduate student,
Faculty of Humanities, UIN Maulana Malik Ibrahim Malang.

*Appendix 2***LIST OF QUESTION**

URL: <https://forms.gle/voaqH2UQYmrk1Pwu7>

Question for Research Question 2

1. The reason you use/do not use English on Twitter is...
2. Are you familiar with the term linguicism?
3. Are you familiar with the term language discrimination?
4. have you ever experienced bad things when using English in Twitter? for example, being criticized for using the wrong word/pronunciation/grammar
5. If you have, what kind of bad experience is it?
6. Have you ever heard about Indian English, Singaporean English, or Malaysian English beside British/American English
7. When you use English on Twitter, do you tend to use the standard English (proper grammar and pronunciation according to American/British or not?)
8. What is the reason?
9. Do you realize that people who speaks English better or closer to native speaker are treated better on Social-Media especially Twitter than people who do not? For example; speaking with local accent; applying Indonesian language structure in their English; mixing Indonesian/local language when speaking English etc.

Question for both RQ 2 and RQ 3

10. In your opinion, are British English and American English is important as the standard of 'correct English' for English as Foreign Language (EFL) speakers in Indonesia?
11. What is the reason?
12. As an Indonesian, as well as English L2 speaker, do you prefer using Indonesian accent/other local language accents (e.g., Javanese, Sundanese, etc.) or British/American accent when you speak English?
13. What is the reason?
14. What is your opinion about people who use Indonesian English in Twitter?
15. Do you realize that there are English hierarchy system in Indonesian 'EFL speaker community'?
16. As an Indonesian, as well as an English speaker, what is your opinion regarding English competency of Indonesians your age, especially on Twitter?

Questions for Research Question 3

17. Do you think that Indonesian/local English is acceptable to use for communicating in Indonesian English L2 speaker community or even in international community?
18. Are you supporting the idea of Indonesian/local English should be as equal as British/American English in our society?