



**ENGLISH DEPARTMENT STUDENTS'  
IDENTITIES : A NARRATIVE INQUIRY  
STUDY**

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# LANGUAGE AND IDENTITY

- Language, identity, and community are elements that are interrelated.
- One's identity was developed by his language use.
- The languages he uses depend on the community he belongs to.
- Constructing identity is a life time process that are influenced by several factors.

# PURPOSE OF THE STUDY

- Describe students' language use.
- Analyze how students see themselves in terms of variety of language use.
- Describe any differences in the way of students' point of view of their own identities before and after studying in English Department.

# THE PRESENT STUDY

- The present study deals with identities of English Department students.
- It applied a narrative inquiry by analyzing students' self-reflections and conducting interviews.
- It explores students' identities construction.
- It began with an investigation of how they view their identities by analyzing family backgrounds and neighbourhoods.
- It investigated how studying in English Department contributes to identity construction as they become members of new community.

# IDENTITY

- Identity shows who someone is and what condition that makes him to be it (Rovira, 2008).
- Identity is developed through language and culture in particular community (Ha, 2008).

# PREVIOUS STUDIES

- The previous research discussed how the participants used language, factors that influence it, and how respondents saw themselves (Bonafix & Manara, 2016). Socioeconomic condition, education, language contact, places they lived, and participants' attitudes towards the language itself. The respondents put learning foreign languages is more important than local languages.
- Another study analysed whether the participants that moved to other countries develop new identities. They didn't develop new identities even though they use several foreign languages (Wattimena & Manara, 2016).

# STUDENTS' LANGUAGE USE

- Most of them use Indonesian as the first language. They grew up in Jabodetabek area.
- A few use local languages (Java and Bangka Malay) as the first language. One grew up in Cilacap and the other is in Belinyu.
- English is the only foreign language that they use.

# MULTICULTURAL FAMILY

- Some of them come from multicultural family in which father and mother have different first language. Such family use Indonesian as a medium of communication.
- Some of them is the passive user of the local language.
- The local language is used in the family when the extended family live nearby.
- Extended family such as grandparents plays a role in developing one's local language fluency including sociocultural competency.



# MULTICULTURAL FAMILY

*Pernah suatu kejadian ketika nenek saya bertanya "de mau makan gaa?" Lalu dengan pedenya saya jawab menggunakan bahasa sunda "embung" (yang artinya tidak) kemudian saya ditegur karena menggunakan kata embung tersebut. Kata nenek saya itu bahasa kasar, jika ingin menjawab dengan bahasa sunda sebaiknya menggunakan kata "alim" artinya sama-sama tidak, namun kata alim ini lebih sopan jika digunakan berbicara dengan orang yang lebih tua dari kita.*

# ENVIRONMENTAL INFLUENCE ON LANGUAGE USE

- Multicultural setting in Jabodetabek makes them use Indonesian with their neighbours. Betawinese as a local language of native Jakarta makes the students have its own influence.
- Some students use Betawinese in their neighborhood. But, they use language differently when they communicate with their neighbours. For instance, they use Betawinese in their neighbourhood but parents don't allow her to speak in that way at homes.

# STUDENT'S LEARNING ENGLISH IN THE PAST

- They know English from formal education. Two students began studying English in kindergarden. Six students started studying English in primary schools. And one of them know English from the junior high school.
- Some students studied English with the guidance of family.
- For one student, English plays a role as a medium of instruction. It can be seen in the below information.

*English is not a new language for me, I may say that English becomes a second language in my education process since I was educated in Makarios Christian School, Kembangan Baru, Jakarta, (from 2003 until 2009), where applies English in most of the communication process. I was moved to Sekolah Bethel Dadap (Senior and High School) from 2011- 2017.*

- English day at school made the students to communicate in real life setting and develop her interest in English.
- One of the students had a bad experience in studying English.

# STUDENTS' IDENTITIES

- The places they live and ethnicity play a role. Some students mentioned that they are Jakartan people because they were born and grew up there even though their parents came from different ethnicity. One of them mentioned she was a Javanese because of the same reasons.
- One of them identified herself as a Tangerang person because her parents do so.

*Jadi saya menempatkan diri saya sebagai orang Tangerang karna pertama saya kecil di Tangerang dan saya lebih suka di sebut orang Tangerang karna memang sudah melekat dari kecil saya di bilang orang Tangerang oleh kedua orang tua saya, walaupun begitu saya tetap mengikuti tradisi ayah dan mama saya yaitu anak perempuan tidak boleh keluar malam.*

# STUDENTS' IDENTITIES

- One of the students identified herself as a Ciamis person because she lived there for four months and she can speak Sundanese.
- One of the students from multiethnicity family identified herself as a Javanese even though she did not speak Javanese. It was because her father came from Cirebon.

# CHANGES ON IDENTITY

- Some of them did not see changes on their identities before and after studying in English Department.
- They do English for texting, interacting in social media, and talking to foreigners. It makes them see that there is a small change. They have a broader relation to larger community.
- One of them saw herself as *anak Jaksel*. *Anak Jaksel* represents *anak gaul* that use code mixing of English and Indonesian.