

SECOND LANGUAGE IDENTITY CONSTRUCTION OF TWO  
INDONESIAN STUDENTS DURING THEIR STUDY-ABROAD  
EXPERIENCE

A Thesis

Presented to the Department of English Language Education as Partial Fulfillment  
of the Requirements to Obtain the Sarjana Pendidikan Degree in English  
Language Education



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2021

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## STATEMENT OF WORK'S ORIGINALITY

I honestly declare this thesis is originally written by me. This thesis does not contain any work of others except those cited in quotation and references, as a scientific paper should.

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الجمهورية الإسلامية اندونيسية

## MOTTO

“There is always a way for those who want to learn and develop, just keep going.”

“It's okay to be doubt, it's part of process.” (Alissa Anna Safira)

“You got a dream. You gotta protect it. People can't do something themselves, they wanna tell you you can't do it. If you want something, go get it. Period.”

(Chris Gardner – The Pursuit of Happyness)

“Everything negative - pressure, challenges - is all an opportunity for me to rise.”

(Kobe Bryant)

الجامعة الإسلامية  
الاندونيسية

## DEDICATIONS

This thesis proudly I dedicate to my mother, my sister, my brothers, my friends, and my lecturers who have supported me through the hard times during the writing of this thesis.



## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillahirobbil al'amin. All praises to Allah SWT who is The Merciful, The Generous, and The Powerful which there is nothing I could do without Him and may peace be upon our Prophet Muhammad SAW who has brought us to this bright era. I could not be more grateful for the strength, patience, and health Allah has given to me to finish this thesis as a partial fulfillment of requirement to obtain the Sarjana Pendidikan degree in English Language Education.

Special thanks I give gratefully to my beloved mother and siblings for everything they have sacrificed for me and for every endless support and bless they gave to me so that I can be who I am today. Further, I would like to give my best appreciation to these following people:

1. Irma Windy Astuti S.S., M.Hum. as the Head of English Language Education Department,
2. Intan Pradita S.S., M.Hum. as my thesis supervisor and for believing in my thesis topic,
3. Willy Prasetya S.Pd., MA. for all advices and being inspirational on and off the classroom,
4. All of the lecturers and staffs of English Language Education Department who helped me a lot during the entire semesters,

5. Nurtang, as my beautiful mother for always believing and supporting me in all conditions and situations,
6. My sister, Sriyani Kasmawati and my brothers, Suryadi Ruslan and Jusmail Ruslan for their supports,
7. FPSB Basketball family on and off the court who keep my body and mind were healthy for last four years,
8. My high school friends as the mood booster and the supports when I was being alone and in hard times,
9. Last of all, thank you to Allah SWT for always helping me out and giving me the strength until now, also for who I am now.

Yogyakarta, February 2021

Irvan

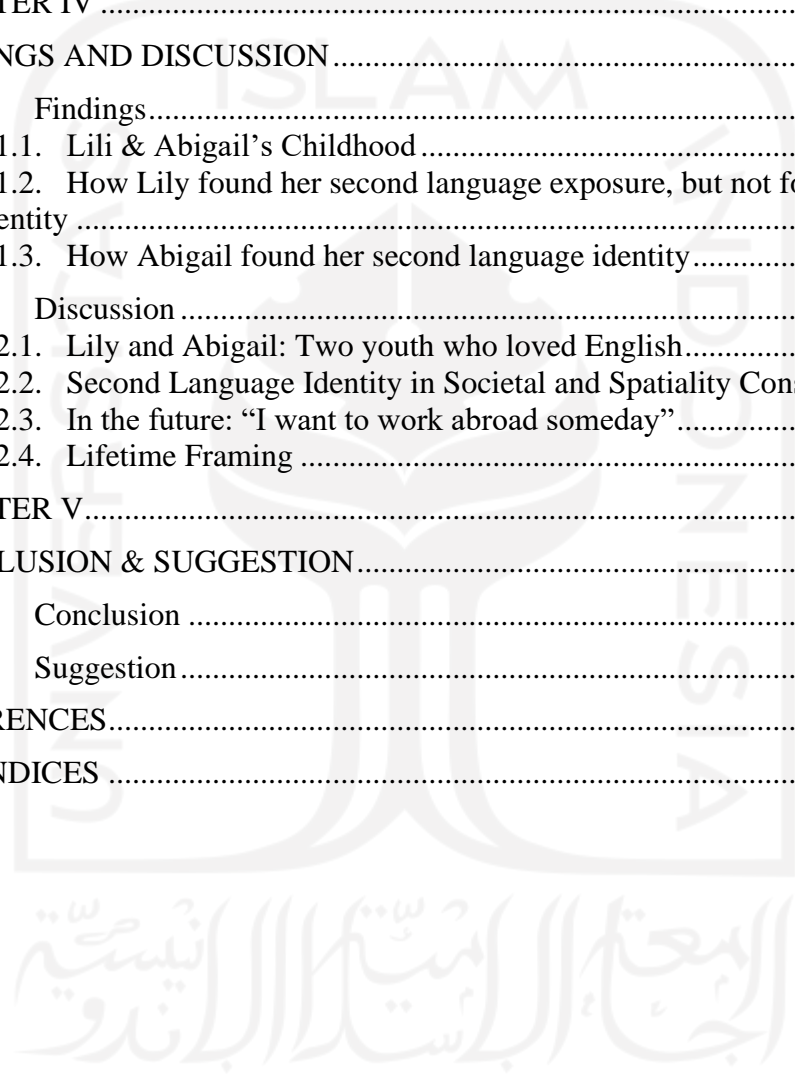




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ABSTRACT

Language and cultural identity are things that can summarized in terms of language identity. The construct of second language identity has strong relation with study abroad. Second language identity tend to appear in continuous classical conditioning through study abroad. However, no further investigation about this issue has been researched in Indonesian international student context. This study aimed to explore how is the second language identity constructed through the interactions during study abroad. Through narrative interviews, this study will explore more about how second language identity of two international students was constructed in their study abroad countries. The result of this study is second language identity construction is more powerful based on self-desire of participants and who the interlocutors are. Further, by knowing how the second language identity is constructed when international students are in native and non-native English-speaking countries, this study will give an empirical contribution about how English language learning patterns depend on the environment. Thus, the English teacher or language expert later could adapt English learning patterns through the construction of other people's language identity.

Keywords: international students, second language identity, study abroad

## CHAPTER I

### INTRODUCTION

This chapter is intended to justify how this research is important through emphasizing an empirical gap and highlighting empirical as well as practical contribution.

#### 1.1. Background of The Study

The current studies that investigate the construction of second language identity tend to be influenced by social contexts, such as cultural identity, group identity, and occupational identity. Sato (2014) highlighted that language identity is somehow constructed by continuous classical conditioning. Through narrative inquiry, he found that participants can build their second language identity through social interactions in the place they are living. By then, these continuous interactions deliberately constructed the participants' self-enlightenment to become aware of linguistics and pragmatics at the same time. Unlike Sato, Sung (2017) exposed that it is not necessarily about the whole environment, but more on who are the interlocutors, who could be as native or non-native of English speakers. When the participants were exposed to multiple language identities thoroughly, they would have self-perceived proficiency of English based on their communication experiences. These experiences could happen not only to migrant workers, but also to students (Block, 2009). Nam (2018) found that the English-speaking countries where the students live abroad have power in relation to construct participants' second language proficiency, which extended to identity. In other words, the uniqueness of natural interaction during study abroad had a big

impact on constructing participants' second language identity. Based on the studies above, it is concluded that the main social context that plays important roles in constructing second language identity are social interactions and multilingual interlocutors.

This issue had been revealed before in Southeast-Asia context which was conducted by Kang (2012) that shows how migrant subjects continuously negotiate their notions and ideologies about language resources with local varieties such as Singaporean-English. Another study by Sato (2014) which examined the construction of second language identity in the context of study abroad in East-Asia context revealed that all of the participants constructed new target language subject positions. The existence of these two studies shows that continuous classical conditioning through study abroad gives positive impact related to second language identity.

As observed above, no investigation about this issue has been researched in Indonesia context. However, study about language identity is supposed to be conducted in Indonesia even though there are a lot of multilingual students, but the inferiorism related foreign language because anxiety and other factors are still high (Thompson & Lee, 2013). By knowing how the language identity is constructed when Indonesian students are in native and non-native English-speaking countries, this study will give an empirical contribution about how English language learning patterns depend on the environment. Thus, the English teacher later could adapt English learning patterns through the construction of other people's language identity.



## 1.2. Formulation of the Problem

1. How do the participants interact with the study abroad environment in native and non-native English-speaking countries?
2. How is the second language identity constructed through the interactions during study abroad?

## 1.3. Objectives of the Study

The objective of this study is to:

1. To describe how the participants interact with the study abroad environment in native and non-native English-speaking countries.
2. To investigate how is the second language identity constructed through the interactions during study abroad.

## 1.4. Significance of the Study

The results of this study will give an empirical contribution in case of language identity in English language teaching of Indonesia context and a practical contribution that second language identity is constructed by continuous classical conditioning in study abroad environment.

## CHAPTER II

### LITERATURE REVIEW

The research positioning of this study was under conceptual and theoretical review of language identity. As for studying abroad was functioned both as the construct and the setting of this study due to language identity was proven to commonly happen during studying abroad.

#### 2.1. Conceptual Review of Language Identity

Every individual has certain values of their self that construct their identity. In study abroad context, identity is influenced by the nature of the studying program (inside and outside the class) itself, the countries/regions receiving them, the nationality of the student. In Talburt & Stewart's study (1999), They are pointed out in identity there is influence by race. Another study, social class, also has an impact on identity as pointed out by Kinginger (2004). Language is a fundamental aspect that is closely related to cultural identity. The concept of language identity has been stated by Block (2009) was the link of between language and cultural identity. He pointed out that there are three contexts that may contribute to the construction of second language identity for EFL learners. Those are identity in adult migrant context, identity in study abroad context, and identity in foreign language context. In this research, the focus is more on second language identity as experienced by international students during their study abroad. The term of language identity refers to a relationship between one's sense of self and a means of communication which might be known as a language, a dialect, or a sociolect

(Block, 2009). In his review, he emphasized that study abroad in a second language learning context has increased recently for undergraduate and postgraduate students. The students seek to balance their foreign language context learning with more similar to what migrants' experience when they cross borders and are immersed in new circumstances (languages and cultures). Language identity is also closely related to the social context which includes age, gender, racial identities, etc. (Rassokha, 2010). The language identity is focused on communicative competence, that is development in grammar, accent, and pragmatic ability. We have acquired a language identity in our daily communication because basically identity is an abstract and multifaceted concept that plays a significant role in all communication interactions (Samovar et al., 2007). Second language identity tends to appear by continuous classical conditioning in the place they are living for a particular time (Sato, 2014). Also, language identity is the term that can intentionally constructed by depending on four elements, such as:

- 1). The duration of participants staying in study abroad country

Based on a study conducted by Sato (2014), he concluded that the research result can be assumed the duration of staying (study abroad) in SA countries can influence the appearance of language identity. Longer duration of study abroad may be a more intense experience than a shorter visit in terms of opportunities for second language identity. It could increase the possibility for participants to experience power connections at the daily social experiences between individuals that will impact their development of second language identity.

2). The interlocutors of the participants

The emergence factor of an individual's language identity is also influenced by their interlocutors. Native and non-native is the determinant of language identity. In Sung's (2017) study, the construction of identity is depending on whether the interlocutors are perceived as native and non-native English speakers.

3). The country where participants are staying (studying abroad)

The impact of English proficiency gains is also certainly determined by study abroad country choice (Nam, 2018) because the offered programs by host institutions of participants, where it assumed that English-speaking countries are certainly the emergence determinant of language identity for particular English dialects.

4). The self-intention/desire to acquire the language identity target

The appearance factor of language identity is not just based on communities or interlocutors but also an individual's language identity appears based on desire or self-intention. Further, the sense of nativeness of English speakers is an inevitable thing in terms of study abroad. In Jenkins' (2007) study, participants must acquire a near-native English accent to be seen as successful English speakers when they have studied abroad at a particular time.

Jenkins (2007) explored a group of 'non-native' English as a Foreign Language (EFL) instructors' identities in the United Kingdom and found that they expressed a certain degree of inconsistency about their English while they had a desire to signal some kind of the first language (L1) identity, they also felt some kind of obligation to acquire native English accents to be seen as kind of native speakers. Another study was by Kang (2012). He investigates Korean instructive migrants in Singapore and proves how subjects constantly negotiate and reclassify their thoughts and belief systems about language resources. Not only worldwide dialects but also local dialects like Singaporean-English as their very own major aspect of social positioning. Based on these previous studies, language identity can be intentionally constructed by positioning one's in a particular social setting such as the duration of participants staying in study abroad countries, the interlocutors of the participants, the country where participants are staying, and the self-intention/desire to acquire the language target.

## 2.2. Conceptual Review of Study Abroad

Study abroad experience has a certain impact on one's second language identity, but it is not clearly explained as a tool that can shape one's language identity. In contrast, study abroad experience can gain a language competence that is supported by personal developments that may well have been negotiated by the use of a second language (Benson, Barkhuizen, Bodycott & Brown, 2012). Nevertheless, students tend to think that study abroad is a comprehensive and

possibly life-changing experience with big possible outcomes. Second language scholars primarily focused on language proficiency achievements in a setting in which participants are likely to use a second language (Kinging, 2009; Magnan & Back, 2007). Thus, study abroad is a holistic approach that has a particular impact on participants' identities (Jackson, 2008, 2010). As for other things that will help students succeed in learning a second language in study abroad, is not merely based on the intentions of a student, but also there are other factors like what have concluded in Kinginger's (2011). He pointed out that the success of language learning in study abroad is not barely based on the characteristics and intentions of the students, but also it depends on how the students have gotten in their circumstances or host community.

Different nationalities enrolled in study abroad programs and countries receiving the students make study abroad programs quite varied. Furthermore, Benson et al. (2012) explored the construct of second language identity through the analysis of students' experiences in terms of study abroad. Also, he concluded that besides at home, development of a second language identity tends to appear in specific study abroad, or at least experience it in a circumstance that uses it daily as pointed out in previous studies (Kinging, 2009; Magnan & Back, 2007). Further, the study about the use of a second language that interconnects with an individual's identity through short-time study abroad has been examined by Sato (2014). Based on these previous studies above, study abroad may well be the right tool to see how an individual's second language identity is constructed.

### 2.3. Theoretical Framework

Through the review above, there are three theories that provide comprehensive components of second language identity construction. Those are Block (2009), Jackson (2008, 2010), and Kinginger (2009). Their components accommodated critical analysis of the data in this study. The framework is presented in the figure below:

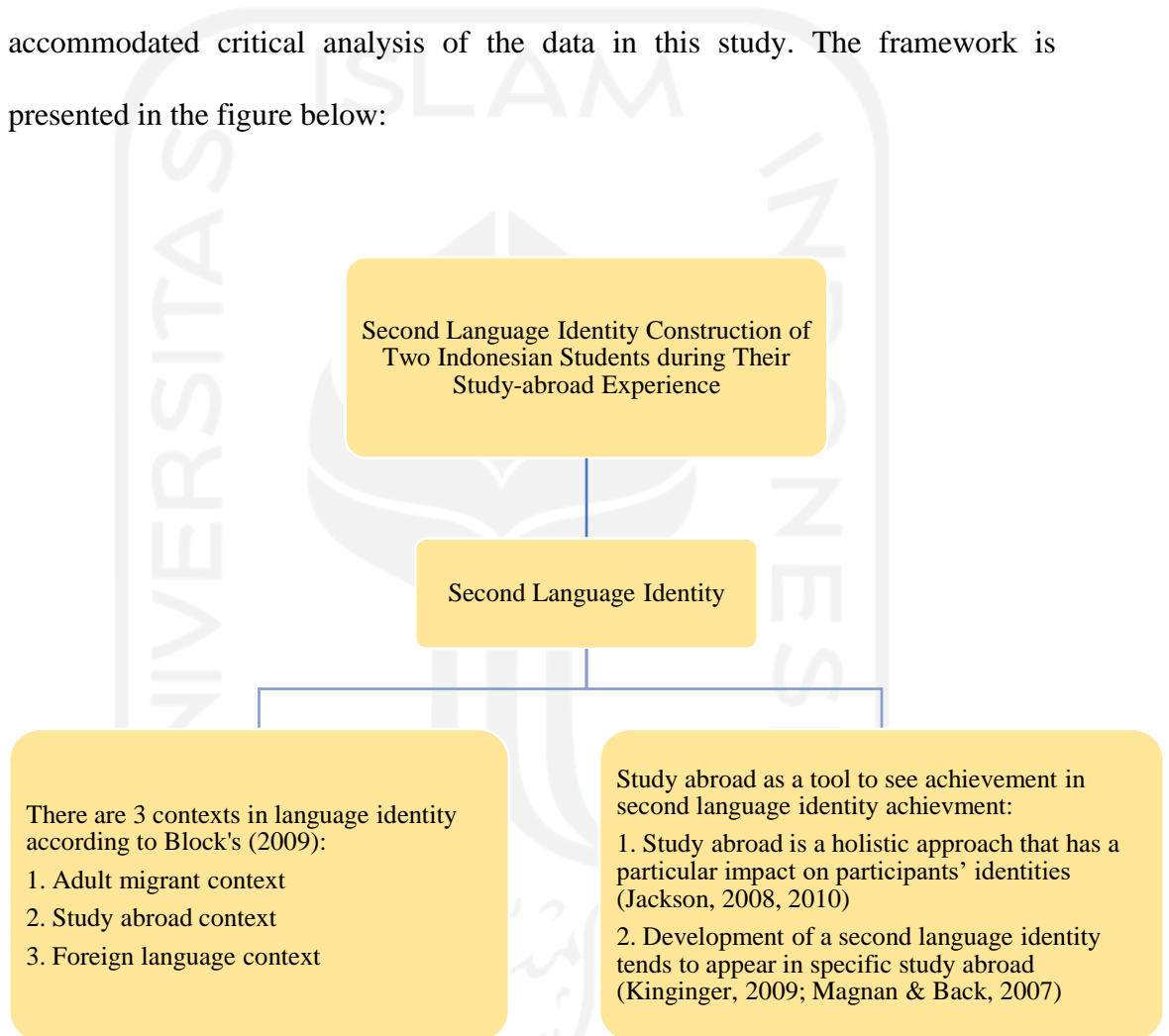


Figure 2.3. Theoretical Framework

## CHAPTER III

### RESEARCH METHODOLOGY

In this chapter, the researcher discusses the research design, research instrument, settings and participants, method of data collection, and method of data analysis.

#### 3.1. Research Design

This narrative inquiry is shown to be an ideal research design since this study will reveal the complexity of human behavior by the perspectives of the participants (Lyons & LaBoskey, 2002; Webster & Mertova, 2007). Narrative inquiry is used as a research design in terms of revealing life history, language learning history, language learning experience, language biography, autobiography, and autoethnography (Benson, 2014). Previously, it was used to explore the perspective of the construct of learners' identity through oral or written accounts of the participants when they were learning a foreign language (Miyahara, 2009). The narrative inquiry will be used as the origin of self-reflective statements from the participants' experiences when they were studying abroad. This research design is selected since the construct of participants' second language identities are difficult to observe directly. The narrative inquiry will be the ideal tool for representing and understanding the experiences of the participants with a concern related to research ethical code.

#### 3.2. Research Settings & Participant



First participant is Lily (pseudonym), she is a graduate student in one of technological universities in Thailand and majoring in biochemistry. Lily, a Javanese woman, has already lived in Thailand for two years. Previously, Lily already had overseas experience, but it is only a short visit in South Korea for a week. She was born in Pemalang, Central Java. Her mother tongue is Javanese while her second languages are Bahasa Indonesia, English, and Thai. Norma has been using English since she was in senior high school because she was enrolled in international school in her hometown (RSBI), while she has to keep using Bahasa in her daily life in Indonesia. In addition, now she is using English and Thai as a medium for study in her current college at the western edge of the Korat Plateau. Norma is selected as one of the participants for representing non-native English-speaking countries.

Second participant is Abigail (pseudonym). She is an undergraduate student at the University of Surrey, in Guildford, England, majoring in international hospitality and tourism management. She has lived in England almost nearly two years since she graduated from senior high school in Indonesia. Abigail was raised in two languages at the same time which are Bahasa Indonesia and English. Abigail currently uses English as her second language and already got much exposure to it since she was in junior high school in Bandung, West Java. Most of the time she was using Bahasa Indonesia as her main language till she moved to Guildford to continue her study. Previously she lived across Java with her parents. Abigail is selected as another participant for representing native English-speaking countries.

### 3.3. Research Instrument

The instrument in this study referred Block (2009) to formulate interview questions. In its application, this instrument was used in semi-structured interview, by which participants could elaborate on their very own story.

Table 3.3. Table of Research Instrument

Construct	Conceptual Definition	Components	Interview Questions
Language Identity (Block, 2009)	1. In study abroad, a change in language identity is very likely to occur, especially for those who live in certain countries for a long time. This can happen because one of them is through continuous classical conditioning through study abroad.	<ol style="list-style-type: none"> <li>1. The duration of participants staying in study abroad country</li> <li>2. The interlocutors of the participants</li> <li>3. The country where participants are staying (study abroad)</li> <li>4. The self-intention/desire to acquire the language identity target</li> </ol>	<ol style="list-style-type: none"> <li>1. How long have you been studying abroad</li> <li>2. With whom do you usually interact when living in that country?</li> <li>3. How is the culture of interaction in the country/region that you are staying in?</li> <li>4. Have you ever found difficulties in doing interaction with your surroundings? What did you do to deal with it?</li> </ol>

#### 3.4. Data Collection

The method of data collection that will be used in this study was a semi structured interview, in which it is able to collect the statements from the participants in the form of narrative. Narrative interviews are considered to be a valuable method for exploring and negotiation meanings in a natural setting (Cohen et al., 2007). By applying narrative inquiry as suggested by Clandinin (2007), the researcher invited the participants to tell their stories and retell their stories by considering a framework of spatiality, temporality and sociality. In terms of spatiality, the researcher re-narrated the story by considering the places of which the participants live. Both participants had life experiences of moving from Indonesia to other countries. In terms of temporality, the researcher considered the life time as experienced by the participants, especially their past-present experiences in attaining their second language identity. Their future identity was also one of considerable features in the re-narrated process.

#### 3.5. Data Analysis

The researcher explored their stories in a three-dimensional narrative inquiry space involving temporal, personal-social, and place (Clandinin & Huber, 2002). There were five phases of narrative data analysis (Lewis, 2019), such as data transcription, coding, member-checking, open-coding, and common storyline. In the transcription phase, the researcher did a manual transcription by using

relistening and rewriting process. During data coding, the researcher employed Whiffin's (2014) data coding stages. Researcher used matrices for each participants' story, highlighting their elements of story line in different colours, arranged the story in chronological order by considering their spatiality, societally, and temporality. The result of this coding stage was the participants' profile. The third stage was member checking. Researcher invited the participants to have a chat as well as virtual meeting to let them check my interpretation. Researcher also make sure the answer from the participants through clarified the statements with the participants itself. In the open coding section, the researcher reread the answer as authentically from the participants to asked the particular interpretation from the supervisor. It was spent in 40 minutes to 1 hour. The data were then re-narrated based on three dimensions of narrative inquiry as proposed by Clandinin & Huber (2002). The last stage was narrated a common story line by collated the participants' story to assist comparison between two participants as well as comparison to the components as preserved in the theoretical framework.

### 3.6. Trustworthiness

The trustworthiness according to Barkhuizen, Benson & Chik (2014) has two levels. The first level of trustworthiness refers to the link of the researcher and the participant. Further, the researcher should choose which part of the narratives will be used in its research. The second level of trustworthiness refers to the reliability of the narrative which the researcher should convey the reality of

participant's narratives. Moreover, narrative should be presented as authentically as from the participant.



## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presents all the data findings based on collected data and its analysis. The findings of this research will be elaborated with previous studies in discussion.

#### 4.1. Findings

From the data, it was found that both Lily and Abigail had a decent privilege to experience second language identity construction since they were children. Lily lived nomadenly all around Java to accompany his father. Lily's parents agreed to put her in bilingual school. Indonesia is indeed a country of multilingualism; this was in order to make her exposed to Bahasa Indonesia and English at the same time. Similarly, Abigail was brought by her father to all over Java in order to follow the country service of her father. Thus, in terms of second language identity construction, they did not find it difficult. Instead, since they were designed to be in international interaction, their self-desire to learn and build their own second language identity was also automatically constructed.

##### 4.1.1. Lili & Abigail's Childhood

Lily spent her childhood in elementary school in Pemalang, the north coast of Central Java, then Lily had to follow her father's service and took her junior high school education in Purwokerto, Central Java. After she finished her junior high school education, Lily had to go back to her hometown since her father had to settle

in Pemalang. Lily got some turbulence when she had to deal with the transition of Purwekerto's accent and Pemalang's accent. Further, Lily decided to attend a bilingual school in Pemalang where she was forced to use English and Bahasa Indonesia at the same time as the medium of communication.

As did Abigail, she spent her childhood living nomadenly because she had to follow her father's service. Abigail spent her elementary school in nomadenly all around Java island. Since she was a child Abigail was taught to English not just by the school but also by her mother, which she demanded to have great emphasis on academic results and she was forced to implement 'not supposed to speak her opinion on anything unless she was asked' learning style by her mother. Then, Abigail had to move to Bandung, West Java, and spent her junior high school education in an official state school. Besides that, she also had English course for three years. Abigail began to have huge exposure to English when she was in junior high school. After she graduated, she joined military high school in Magelang, Central Java, which she only learned English by herself and only got full English exposure when she had to visit her sister in Melbourne.

4.1.2. How Lily found her second language exposure, but not formed into identity

After finishing her undergraduate degree, Lily continued her study in technological university in Thailand for two years. Indeed, on campus she has to use English as the medium of communication as what she used to do in the lectures or group activities and she also mostly interacts with her Indonesian friend when

she is in the dorm. Somehow, she was directly exposed to Thai language as what she usually gets when she talks with merchants in the market or does other daily activities. Although she had much exposure to Thai, she tried not to adapt her language or accent into the interlocutors' identity. Another finding is Lily did not want to use Thai most of the time because she was afraid it would be a habit that can ruin her English and Bahasa Indonesia language structure. Trying to not mix the language between English, Bahasa Indonesia, and Thai was a certain difficulty for Lily because some reasons, such as, she did not want Thai language become her language identity which could impact how she uses her main language identity as her mentioned:

“There were some students from outside of Thailand, then they were gone along with the language, but I try my best to not get engaged, because I am afraid it will become a habit.”

“... I try my best to not get engaged, because I am afraid it will become a habit, because I think language is about how you use it every day, so I do not go along between English and Thai.”

As a result, Lily 'chose' to keep Bahasa Indonesia as her identity rather than Thai or English. This also may be known by how she only wants to socialize with the person who has the same main language identity which is her dorm mate. Further, as time goes by Lily found her structured written communication has changed. Unconsciously, sometimes when she overmixed all the languages, she wrote her name into Thai's written structure.



#### 4.1.3. How Abigail found her second language identity

Since she was a child, Abigail already had much exposure to English. Studying in England was a tipping point for her because she had much more exposure there, such as the academic and the environment she was living in. She also had a job in a certain restaurant as a sandwich artist that obligated her to greet and serve the guests.

“I do a part time job in here, I work at a particular restaurant as the sandwich artist, where I serve the sandwich to them. It’s not a waitress, but they just called it a sandwich artist and have direct interaction with the customers, that's how the hospitality here.”

Also, for particular times such as when the first time she attended the class she found difficulty when talking to the native English speakers. They said some words that she did not understand and sometimes they talked too fast, and finally she had some difficulty processing it. As she found a way to solve it sometimes, she dealt by making it sound alike. From those experiences she did enrich her exposure to the target language. Unlike Lily, Abigail had the intention to not fully socialize with the people from her country in order to get out of her comfort zone to use English as her language identity more frequently instead of Bahasa Indonesia.

“There are some Asian too, but I just felt like I have come this long, why don’t I socialize with the non-Asian people? So I started to think like it doesn’t mean I don't want to socialize with the Asian anymore. Honestly I am kind of lazy to meet people like Indonesian, I just felt like that I’m still in my circumstance though. I felt like I wouldn't grow. So I have to meet more people.”

Until the interview stage of this research was conducted, the willingness of the answer that she gave at some points was already using English as her identity and also this could be a reflection of the use of her second language identity. Further, Abigail tried to adapt her identity to the interlocutors' identity who most of them are British people and she also learned many language things, for example slang that is used by the people where she lived.

#### 4.2. Discussion

The objective of this study is to explore how is the second language identity constructed through the interactions during study abroad through a review of the relevant literature and an analysis of data in which international students talk about their study abroad experiences as focused on what Block (2009) said about the identity in study abroad regarding the connection between study abroad and second language identity construction where students have boundless access to the kinds of activity that stimulate the development of communicative competence. Some issues related to the duration of participants staying in study abroad countries, the interlocutors of the participants, the country where participants are studying abroad, the self-intention/desire to acquire the language identity target will be discussed in this section.

##### 4.2.1. Lily and Abigail: Two youth who loved English

Since Lily and Abigail were at a young age, they already loved English. They have been raised where they have to use many languages at the same time.

Lily began to love English when she decided to attend international school. It continued to university when she pursued an undergraduate degree. She joined the English club and her desire to acquire that language was through making the group of students who want to study abroad. She used to have conversation in English everyday back then.

“I joined English club at the campus. Then sometimes if we were in the group that planned to go study abroad, our intention indeed to study abroad like that. So we improved our English, finally we made a group contains about learning English, even the conversation that we used was English, so that almost every day.”

For Abigail herself, she has been taught English by her parent since she was a child. In junior high school she enrolled in an English course outside the school time. Further, she continued her interest in senior high school where she always self-taught about English from certain references.

“I attended my first course in TBI, The British Institute in Bandung. TN (military high school) is impossible to get out of, so I learnt from film, then every holiday I also go to Melbourne, my parent also were in Thailand those days. So I get used to having different kinds of interaction, so I get used to using English.”

#### 4.2.2. Second Language Identity in Societal and Spatiality Considerations

As found in Lily's and Abigail's experiences, many findings could be seen how they go along with their second language identity. Lily cannot acquire her second language identity due to her unwillingness but Abigail easily acquires her second language identity because of her willingness to go along with interlocutors' identity. As proposed by Sato (2014), willingness is the most crucial as well as contributing issue in the development of second language identity. It means that

when someone does not have a willingness to communicate or interact with second language environments, then the construction of second language identity will be difficult to happen. The interview with Lily and Abigail depicted different willingness to communicate in their second language environment. The construction of a second language identity in a multilingual environment also be one of interesting issues due to the findings in Lily's narrative in context of English as foreign language and how she dealt with multilingualism in Thailand and how Lily and Abigail got the exposure of English since they were children in Indonesia. However, the construction of second language identity of individuals is also influenced by depending on their interlocutors as in Sung's (2017) study that interlocutors are perceived as native and non-native English speakers that may be one of the issues that appears in Lily's & Abigail's narratives.

a. Lily: "English is my foreign language"

Lily's narrative:

"Almost every day, mostly when I'm in dormitory, actually it's dormitory for international student, but the students here are kind of individual, so I pretty seldom to have interaction with the others, I think it's just with some of them, like the person next door, but mostly I interacted with Indonesian. For non-Indonesian, mostly outside of the dorm, like in the lab, class, because there are people from many countries in my class."

Abigail's narrative:

"There are some asian too, but I just felt like I have come this long, why don't I socialize with the non-Asian people? So I started to think like it doesn't mean I don't want to socialize with the Asian anymore. Honestly I am kind of lazy to meet people like Indonesian, I just felt like that i'm still in my circumstance though. I felt like I wouldn't grow. So I have to meet more people."

“I think I have more interaction here, I feel like I more confident with my English, I learn a lot of slang, the terms used by other people here and I learn something new, not just English as grammarly, but also I learn their culture sometimes, and the language that used to reply certain words.”

From these narratives we can conclude that an individual's second language identity could appear not only from how long the duration of the participants staying in their study abroad countries.

Besides the willingness, there supposed to be the strong desire from the participants to find their second language identity because there is a possible chance to meet the difficulty when the participants interacted with their interlocutors. The strong desire or intention to find the way to be seen as their interlocutor's identity. Lily sometimes found the difficulty when she had interaction with the merchants but the desire based on her narratives seems to be low to acquire the target language. Further, she only dealt with some certain gestures just to make the merchants understand about her points.

Lily's narrative:

“While it's really different here, when we just begin the interaction, they just feel shy, because they can't understand my language, as a result sometimes I only use Thai a bit or use body gestures, so I just point out what I mean.”

Lily might be more get evolved to her second language identity which is English rather than Thai if the interlocutors are native English speakers as the interesting point as to what Abigail got in her study abroad circumstances. Furthermore, even though Lily was reluctant to the Thai language, emergence finding was found in her narrative. Lily found that as time went by, she unconsciously realized that her written structure had changed into Thai's structure.

Lily's narrative:

Translated transcript:

"Probably because I hear them most of the time... I think it's become habitual."

"I don't know whether I overmixed those languages, Thai, English, Bahasa Indonesia, Javanese, so sometimes when I'm tired of typing, it's like reversed. For example, when I typing my name, it supposed to be L-I-L-Y became to L-Y-L-I."

This finding could be supported by what Sato (2014) said that second language identity tends to appear by continuous classical conditioning in the place they are living for a particular time.

b. Abigail: "I am an academic migrant in England"

Abigail, who continued her study in England, experienced her second identity construction in a slightly different way than Lily. Abigail sometimes found difficulty with British people because she was not used to hearing some words and certain accents that she never learned before.

"...when I was in school (Indonesia) it's kind of easy to catch up the accent, but here, their interaction and how they talk is kind of hard to understand by my ear that is not used to hear them, ...I dealt with it by making it sound alike."

She dealt with it by making it sound similar as British as what found by Jenkins' (2007) participant felt some kind of obligation to acquire native English accents to be seen as kind of native speakers.

4.2.3. In the future: "I want to work abroad someday"

Abigail's narrative:

“...I just feel if studying abroad, I can move on from my comfort zone, you know that. Like, I have been raised in Indonesia, attended bilingual school, and boarding school like that. So, now I feel why don't I study abroad, because if I go overseas, my competence in the country will be more competent for my resume. Nowadays the globalization era will look for like “where you went to school?” like where you graduated from...”

From Abigail's point above also, it is concluded that study abroad achievement which means here is second language competence can support a participant's career planning to be an international employee. Abigail hopes it can be resulted in her wish to compete in multinational or global workforce.

#### 4.2.4. Lifetime Framing

Based on all findings and discussion on the previous sub-chapter, the frames below are the conclusion of the lifetime framework of second language identity construction based on the participants' narratives.

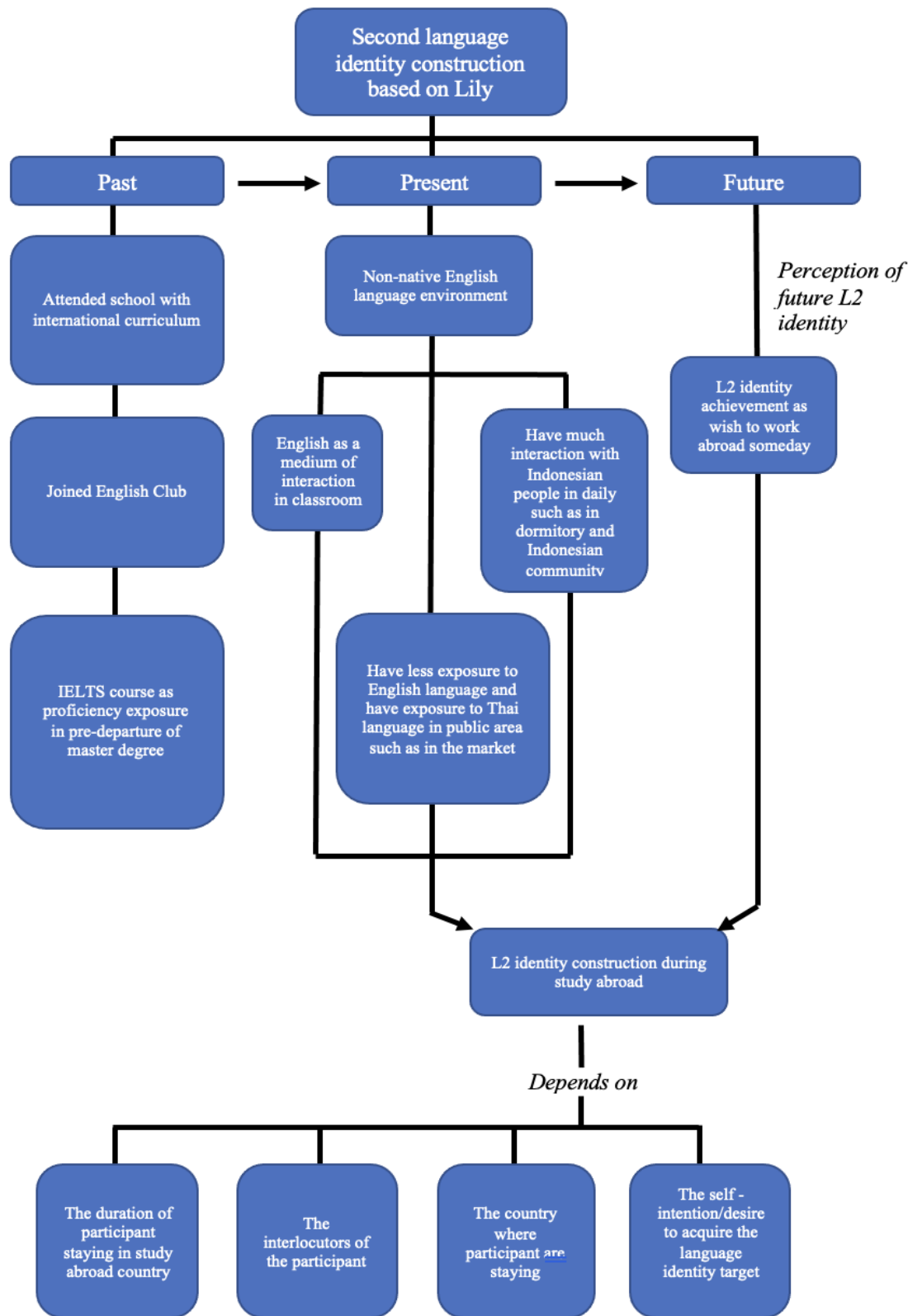


Figure 4.2.4.1 Lifetime Framing of Lily



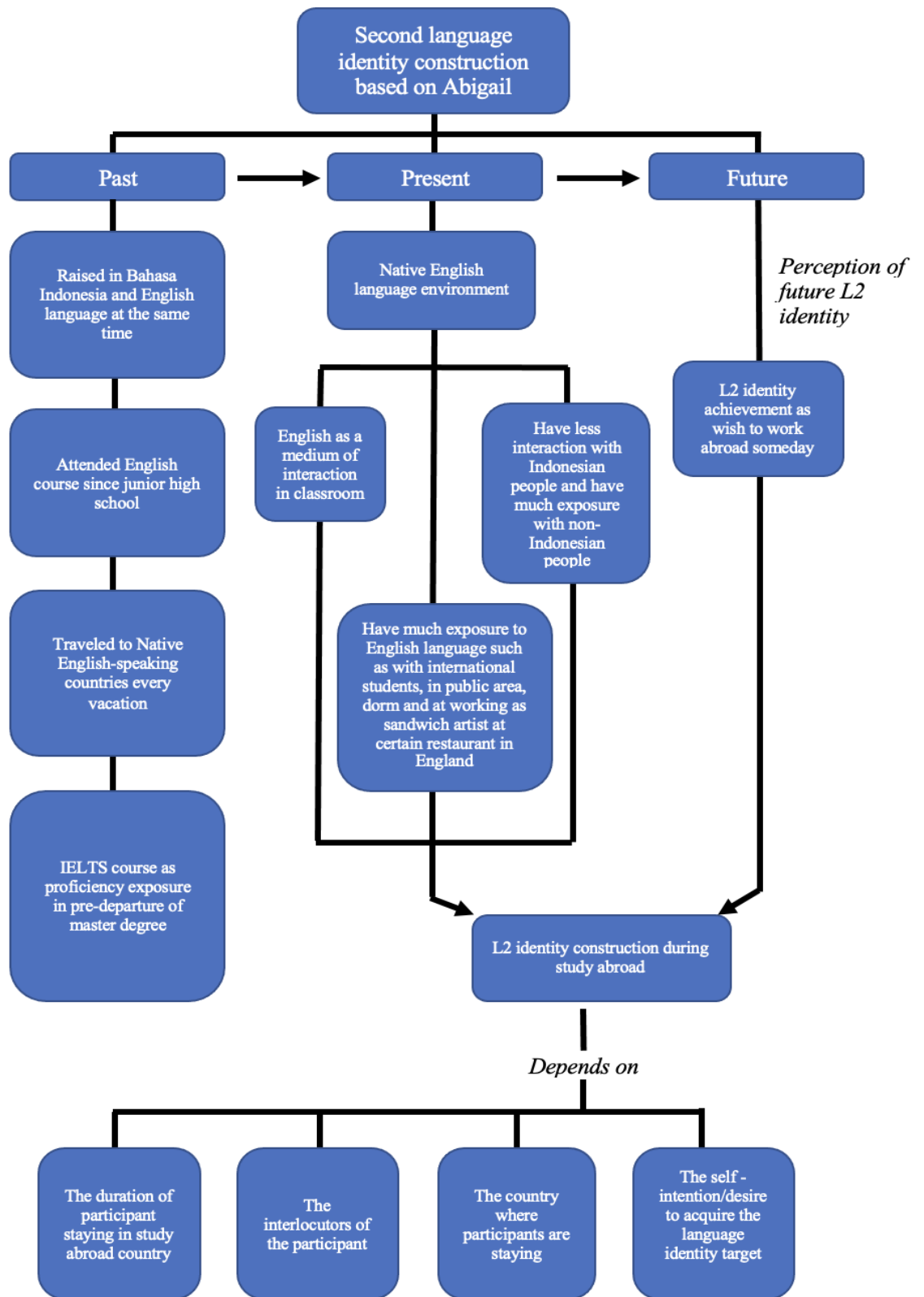


Figure 4.2.4.2 Lifetime Framing of Abigail

## CHAPTER V

### CONCLUSION & SUGGESTION

This chapter presents a summary of this research based on the research findings and discussion in the previous chapter. Also, in this chapter the researcher will give the recommendation of further research related to the construct of second language identity.

#### 5.1 Conclusion

Through the previous discussion, second language identity construction of individual is depending of many factors and participant's background. The second language identity construction of each individual indeed has different way of construct. The second language identity of Lily and Abigail was different since they have different background such as their education and the country that they went to study abroad. The construction of second language identity of Lily was not as great as Abigail's because she was not living in native English-speaker countries and the distraction such as the exposure to Thai people also hamper her second language identity. Lily self-intention/desire to interact more with Indonesian people also obstruct her second language identity which is English is not significantly constructed. Unlike Lily, Abigail experiences the construction of her second language identity stronger since the environment (native English-speaker countries), the place she works, and the self-desire to have much interaction with native English speakers are more powerful. However, although someone lives for

a long time in foreign country, it does not automatically shape their second language identity.

## 5.2 Suggestion

However, this study is still having the limitation, the interview process did not conduct as face to face in offline condition as how it should be. This study also only portrayed the lens of two Indonesian students who spent two years studying abroad. Furthermore, the conditioning in offline interview and the more participants that take part in further study will revealed particular factor that construct the second language identity of the student when studying abroad. This contextual limitation shall be used as further studies to elaborate more experiences of international students as worldwide participant.

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## APPENDICES

### Appendix 1. Informed Consent

#### INFORMED CONSENT (SURAT PERNYATAAN PERSETUJUAN)

Yang bertanda tangan dibawah ini:

Nama : Afifah Gabriela  
Umur : 20 tahun  
Jenis Kelamin : Perempuan  
Pekerjaan : Mahasiswi

Menyatakan kesediaan untuk menjadi informan dalam penelitian yang berjudul “**Second Language Identity Construction of Two Indonesian Students during Their Study-Abroad Experience**” dan bersedia untuk:

1. Diwawancarai terkait dengan topik penelitian
2. Direkam selama proses wawancara dari awal sampai akhir wawancara
3. Dihubungi lebih lanjut apabila ada data yang perlu ditanyakan kembali

Semua nama, tempat, dan informasi akan dijaga kerahasiannya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya tanpa paksaan dari pihak manapun.

Peneliti,



Irvan

Yogyakarta, 17 November 2020

Partisipan,



Affah Gabriela

**INFORMED CONSENT**  
**(SURAT PERNYATAAN PERSETUJUAN)**

Yang bertanda tangan dibawah ini:

Nama : Norma Sainstika Pangestu  
Umur : 27 tahun  
Jenis Kelamin : Perempuan  
Pekerjaan : Mahasiswi

Menyatakan kesediaan untuk menjadi informan dalam penelitian yang berjudul “**Second Language Identity Construction of Two Indonesian Students during Their Study-Abroad Experience**” dan bersedia untuk:

1. Diwawancarai terkait dengan topik penelitian
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Semua nama, tempat, dan informasi akan dijaga kerahasiannya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya tanpa **paksaan** dari pihak manapun.

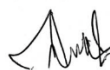
Peneliti,



Irvan

Yogyakarta, 23 Oktober 2020

Partisipan,



Norma Sainstika Pangestu



## LIST OF INTERVIEW QUESTIONS

### Appendix 2. List of Interview Questions

Interview Questions
<ol style="list-style-type: none"><li>1. How long have you been studying abroad?</li><li>2. Why did you choose to study in this country?</li><li>3. How much did you interact with non-Indonesian people? Could you please describe how the interaction is?</li><li>4. With whom do you usually interact when living in that country?</li><li>5. How is the culture of interaction in the country/region that you are staying in?</li><li>6. Have you ever found difficulties in doing interaction with your surroundings? What did you do to deal with it?</li><li>7. How does the interlocutors affect the way you speak and the way you think?</li><li>8. How did your experiences in doing interaction during your study define your belief about using English?</li><li>9. Did you experience a change of language use during your study? What do you think about the possible causes?</li><li>10. How did you prepare for study abroad?</li><li>11. How much English exposure did you get before you study abroad?</li><li>12. How much English language or culture did you get or prepare before you study abroad?</li><li>13. Do you have any group discussion activities or circles that expose you to speak English? How was that going?</li><li>14. How do you perceive your language identity now? By which language are you more comfortable or more used to speaking?</li></ol>