

**INDONESIAN ENGLISH LANGUAGE LEARNER'S IDENTITY
CONSTRUCTION**

A Thesis



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STATEMENTS OF WORK'S ORIGINALITY

I hereby attest that, to the best of my knowledge, this thesis is entirely original work of myself, excluding only that which is noted in the references and citations. This thesis was not submitted to earn a degree or for any other reason.

I attest that this thesis' intellectual substance is entirely my own creation and that all sources and help used in its preparation have been properly cited.



Yogyakarta, 25th January 2023

MOTTO

Why worry? If you've done the very best you can, then worrying won't make it any better. - Walt Disney



DEDICATION

I dedicated this thesis to:

1. My family for the endless support and encouragement. Thank you for checking up on me when I started to isolate myself out of stress and coming to see me in Jogja occasionally.
2. My friends, thank you for believing in me and the tremendous support by taking me out for a fun hangout once in a while because all of you know how often I forget to take care of myself when I am stressed out.
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Finally, the researcher fully understands how far from excellent this thesis still is. The researcher warmly welcomes any and all recommendations for future enhancements. Hopefully, the readers will benefit from this thesis.

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INDONESIAN ENGLISH LANGUAGE LEARNERS' IDENTITY CONSTRUCTION

ABSTRACT

This study aims to know how learners' identities formed and constructed from individuals with different sociocultural backgrounds. The objective of this study is to investigate how Indonesian undergraduate students' sociocultural background constructed their identities as English language learners. The research is a qualitative-narrative research consisting of one participant from a university in Indonesia. The data were collected by using an interview to know how the participant learner's identity was formed and constructed. The interview results were then analyzed through Gee's (2000) Four Perspective of Identity using thematic analysis. From the interview, the research question could be answered on how the participant learner's identity was constructed not only by the assumed one part of identity (Institutional identity), but all four identities are interconnected (Nature, Institutional, Discourse, and Affinity Identity).

Keywords: Learner's Identity, Identity Construction, Narrative Inquiry

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Identity is said to be necessary as it was able to reveal how a learner perceived themselves and assisted them to learn. In this research, the writer wanted to extend the previous studies and dived on a new perspective of English learner's identity construction that were able to be formed through an individual's four perspectives of identity.

English learned not only came from internal motivations, but also depends on other factors that were involved in their identity. It is interesting to know what it is that contributed to the constructing process of their learning identity and that helps them to genuinely participate in English language learning (Taylor, 2013).

The conceptual map of identities was offered by Gee (2000) that mentioned the learners' identity were constructed on four perspectives; nature identity, institution identity, discourse identity, and affinity identity. English held an important role to individuals that were eager to build a career in the international professional world, meanwhile to some other individuals it might differ because they do not aim to create a career that requires English language. A learner's performance in learning could also be determined by their identities as learners. Not only their performances, but also their learning motivation, beliefs, et cetera. This research is important because it is beneficial to extend the literature on the education field of study.

In the previous research, Wirza (2018) found that to her targeted students, learning English is compulsory as it is only experienced in school. This indicates that English was pushed on them through the school curriculum, not by choice or inclination. She also stated that in other words, there was no or little relevance for them to learn English, given the fact that they did not see English being used in their community.

In addition, in the process of learning English, a learner constantly reshapes his/her identity as he/she goes through different learning experiences (Mubarokah & Prasetya, 2020). A learner's identity may differ and change from time to time depending on what learning experiences the learner goes through as a form of reshaping their identity. According to the research, the results showed that the participant's natural identity changed from a passive student due to lack of English proficiency into one who was fluent in communicating using English. This means that with the rich learning environment, learners will get to reshape their identity to be better proven by their English proficiency. Perceived and in fact the most spoken international language whereas more people are increasingly aware of the language importance, EFL should also be utilized in society. Family is also counted as a society that humans starting from infancy will firstly be exposed to before they experience EFL through school curriculum. In terms of affinity identity, the researchers claimed that the participant's family was the first place where she was taught to use English on a daily basis and was reprimanded or scolded if she spoke other languages. Families are supposed to bridge the gap between infants that have zero knowledge in EFL to the preparation of infants

experiencing the school curriculum in which English has become the mandatory subject for all schools in Indonesia.

Identity has a contextual and societal component, everyone's perceptions are influenced by being shaped by those around them (Fisher, et al., 2022). For instance, Taylor (2013) discovered that family, friends, classmates, and teachers all played significant roles in forming adolescents' identities in her work with teenage language learners. This means that us humans are influential and likely to be influenced by people around us. Our environment shaped us to be who we are hence the identity may vary from one and another person.

A study done by Collett (2019) shows how her research participants increasingly revealed how reflective identity relates to language use. The participant was born in the US after his parents emigrated from Mexico. Thus, this participant is identified as Mexican, although he grew up in the United States from the second interview in which he stated that he has something in common with his peers who came from Mexico that they are from the same country. Collett (2019) also stated that from her participant, it is transparently visible of how important the role of family is in her participant's life. She also found out that through initial reflections of her participant, a strong connection and bond with immediate family members played an important role in his identity.

Throughout the years, there has been numerous research that is focused on English learners' identity for English Literature or English Education students (Al Mubarakah & Prasetya, 2020; Wirza, 2018). This research featured a participant that did not study or took English as her major during her study period. This research shared how English learners' identity was constructed through a different new perspective from a student who goes to a fashion school. Although learners' identity has become a popular research construct among worldwide scholars, in Indonesia this specific study could be used to enrich the data reference in this construct.

1.2 Formulation of the Problem

The present study attempts to investigate the English learners' identity of Indonesian undergraduate student. In particular, one research question that guides this study is:

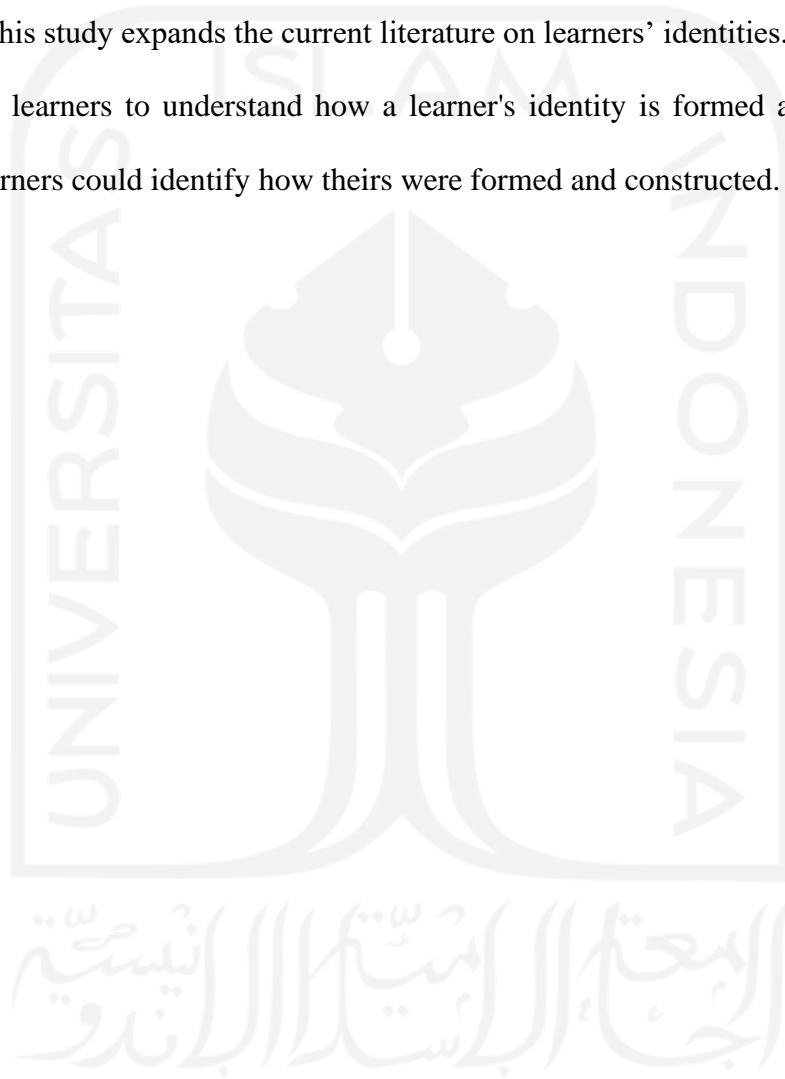
1. How does the participant construct her English language learner identity?

1.3 Objective of the Study

The objective of this study is to investigate how Indonesian undergraduate students' sociocultural background constructed their identities as English second language learners.

1.4 Significance of the Study

The present study is expected to add more insight on learners' identities as English language learners in Indonesia. This study will be a help for future researchers because this study expands the current literature on learners' identities. This study can also help learners to understand how a learner's identity is formed and constructed hence learners could identify how theirs were formed and constructed.



CHAPTER 2

LITERATURE REVIEW

2.1 Defining Learners' Identity

It is believed that in the 1970s and 1980s were sure that 'identities' are unmoved concepts of personalities, learning styles, and motivation, although more recent work on language learner identities found that it is fluid, context- dependent, and context-producing (Norton, 1997). Learners' identity could be defined as how an individual perceives and describes themselves as learned based on personalities, learning styles, and their motivations in learning (Kolb & Kolb, 2012). The idea of learner identity can be seen as the formation of beliefs and behaviours that affect the learning process as well as the newly emerging and continually changing ways in which young learners perceive themselves as learners.

One out of many identities is a formation formed by many aspects in life. It is impacted by a variety of internal and external factors which make it quite complex. According to Gee (2000) there are four perspectives of identity explained below:

1. Nature identity is who we are because of our nature.
2. Institution identity is who we are because of the role, position, and function of us in our society.
3. Discourse identity is who we are because of our individual achievements that have received recognition from other people.

4. Affinity identity is who we are based on our experiences that were resulted from various affinity groups that molds us into who we are as a person today.

An individual's ability in the English language is not solely based on their perception and motivation, although these two things are integrated in learners' identity.

Although each has a different source of identity, they are interdependent. For example, an Institution- identity is something that did not come naturally, in contrast with Natural- identity, this came from achievements. This is consistent with Andersen's (2009) theory that identity construction never ends and constantly changes as a result of social interaction and its influences. When it comes to identities, it differs between each person, one from another, based on how they were raised and in what setting they were learning the language. This defines that learners' identity is how a student sees himself/herself as a student, how he/she learns, how he/she achieves his/her achievements, and other things that made him/her a learner.

In Indonesia, English speakers have a smart and international personal image, so the use of English continues to increase (Alrajafi, 2021). However in the previous research, Wirza (2018) found that to her targeted students, learning English is compulsory as it is only experienced in school. This indicates that English was pushed on them through the school curriculum, not by choice or inclination. In addition, Bennu (2021) concluded that second language identity building is more potent when the interlocutor has a desire to construct the identity in the first place. The scenario does, in

fact, aid in the formation of second-language identity. Even if a person stays in a foreign nation for a long period, it does not automatically shape their second language identity. On the usage of a second language, there should be more than just survival exposure.

Based on a study by Fisher et al. (2022) identity has a contextual and societal component, everyone's perceptions are influenced by being shaped by those around them. This statement could be given an example of how the social environment is a big influence, it may affect positively or negatively, it may affect an individual's critical and creative thinking, et cetera.

For instance, Taylor (2013) discovered that family, friends, classmates, and teachers all played significant roles in forming adolescents' identities in her work with teenage language learners. This means that us humans are influential and likely to be influenced by people around us. Our environment shaped us to be who we are hence the identity may vary from one and another person.

That being said, it should be understood how much cultural identity influences the education of the students (Savage, 2005). He further mentioned that social class and social status are two out of twelve attributes that contributed to forming a student's identity. The other ten are ethnicity, gender, health, age, geographic region, sexuality, religion, language, ability/disability, and race.

From the said multiple research, it is further concluded that identity is not an unmoved, fixed, and stays permanent from one time to another, rather it is very dependent on the situation and the background of the learner when they were learning the language.

2.2 Theoretical Framework

There are two theories that were used in this research. First is Four Perspectives of Identity by Gee (2000) that offers learner's identities as natural identity, institution identity, discourse identity, and affinity identity. Second, the research also used Norton's (1997) who stated that there is an important relationship among language, identity, and the ownership of English.

CHAPTER 3

METHODOLOGY

3.1 Research Design

The learner's identity of Indonesian university student towards their English learners' identity is what the present study is aimed at. The present study uses qualitative narrative research. The narrative research is used in collecting the data of the respondents' identities through their stories, thoughts, true opinions, and personal insights. Narratives of specific individuals provide one of the most insightful approaches for investigating identity creation. A narrative inquiry design is utilized as a study approach to investigate one's lived experience in order to comprehend one's lived realities and the social contexts in which they were (re)constructed (Clandinin & Connelly, 2000). Due to the study's methodology, it is possible to thoroughly investigate how participants' sense of identity formed through their actual experiences learning and using English, which are formed and influenced by the social and cultural discourses in which they engaged in their English-learning activities.

3.2 Data Preparation

Consent Form

Consent form is one of the ethical research considerations because it provides the participant with relevant information. The participant is informed of what the study is about and feels certain to participate without being forced and irrational. The researcher obtained the participant's consent by having him sign the consent form at the first interview.

3.3 Setting and Participant

The participant in this study was Alea (pseudonym). All her life she lived in Indonesia and went to a private school from her elementary school to her middle school. She was exposed to English from kindergarten in an international school. She went to a national private school for her elementary and middle school. She spent her high school years in a public school located in Jakarta. During her school years, she was often appointed as the school representative for English competitions. Currently she is majoring in fashion design at a fashion school and pursuing her career as a fashion stylist, freelance model, and content writer. At university level, she spoke English daily on campus and outside campus. Her university has a lot of foreign students and lecturers. It is also important to note that Alea spoke basic French for academic purposes. For her daily conversation, she stated that she was more engaged and better in expressing herself using the English language although her Bahasa Indonesia is also considered great.

Alea's father is in the army and currently pursuing his business doctorate degree meanwhile her mother is a consultant and law school graduate. Her father starts his career in a government institution where English is a mandatory requirement for one to fill the role. Her mother used to live in Singapore where English is used in her daily life before she worked in Jakarta and both her parents travelled around the world often. Alea's brother started from kindergarten and went to the same school as Alea for his elementary school. He went to a public school for his middle school and is currently studying at a private boarding international high school. Alea and her brother use English rather than Bahasa Indonesia for their daily conversation.

Alea's parents believed that their children should not only be able to speak one language and be comfortable with it. They also believe that mastering another language made their children better human resources and expanded their brain capacity. Alea was also exposed to English through English movies and TV series since she was small as it was her first exposure through media. She also stated that she learned from reading the English subtitles and listening to the actors' pronunciation. She would also read English books every pre-flight and finish it on the same day. She believed that English books are better than Indonesian books in general, content-wise.

3.4 Research Instrument

Table 3.1. Table of Semi-structured Interview Questions

Construct	Conceptual Definition	Components	Interview Questions
<p>Gee's four perspective of identities (2000)</p>	<p>Being recognized as a certain "kind of person," in a given context, is what I mean here by "identity." In this sense of the term, all people have multiple identities connected not to their "internal states" but to their performances in society. This is not to deny that each of us has what we might call a "core identity" that holds more uniformly, for ourselves and others, across contexts.</p>	<p>A. Nature identity is who we are because of our nature.</p> <p>B. Institution identity is who we are because of the role, position, and function of us in our society.</p>	<ol style="list-style-type: none"> 1. How would you describe your family's sociocultural background ? 2. Looking back, how would you answer when you were asked to explain things? In which language are you more comfortable to speak in? 3. Based on your environment, school, and family, how do they think of the English language?

			<p>4. What do you think of the English language personally?</p> <p>5. How does your environment impact your motivation to learn the English language?</p>
		<p>C. Discourse identity is who we are because of our individual achievements that have received recognition from other people.</p> <p>D. Affinity identity is who we are based on our experiences that molds us into who we are as a person today</p>	<p>1. From what you know, how do people perceive you in terms of being an English language user?</p> <p>2. What kind of experiences do you have regarding English language learning and how does that impact how</p>

			you are now?
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3.5 Data Collection

Data collection was done through both offline and online interviews that lasted on average 30 minutes. In this study, narrative study was chosen because it was appropriate with the study's objectives.

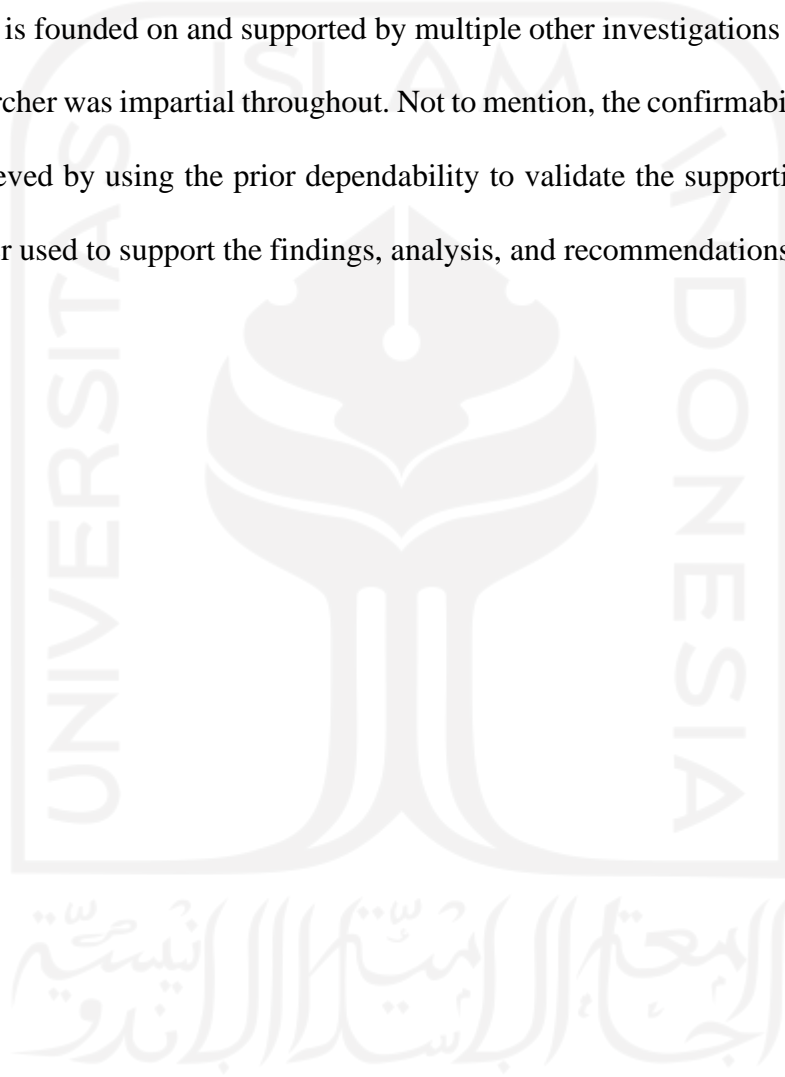
3.6 Data Analysis

The data of this study was transcribed, themed, and analyzed through thematic analysis. Thematic analysis was used to find, evaluate, organize, describe, and report themes within the acquired data during the data analysis process (Braun & Clarke, 2006). The themes are Alea's beliefs, personal insights, and journey in what constructed her English learner identity. This followed coding steps and called for the transcription of interview tapes. The participant was then shown the study's findings and the interview's transcript by the researcher to check that the information was accurate.

3.7 Trustworthiness

The validity of this investigation was based on Lincoln and Guba's (1985) theory. Credibility, transferability, reliability, and confirmability all contributed to the study's credibility. Credibility is defined as the truth of the study, which is seen in the present study's accurate interpretation of the data. In terms of transferability, it refers to how the study's conclusions can be applied in different research situations with respect to (a) participants, (b) times, and (c) locations. This work might be used in various

research situations or potentially have a very broad application. Dependability is defined as the extent to which a researcher can conduct qualitative research while remaining objective enough for her findings to be accepted by other studies. Because the study is founded on and supported by multiple other investigations and some ideas, the researcher was impartial throughout. Not to mention, the confirmability of this study was achieved by using the prior dependability to validate the supporting data that the researcher used to support the findings, analysis, and recommendations.



CHAPTER 4

FINDINGS AND DISCUSSION

4.1 Findings

The researcher read over the data a number of times before she discovered the themes that are discussed in this chapter. The data analysis was done using a thematic analysis. From the data, Alea had learned and developed her English language since she was a kindergarten school student. Her exposure to the English language was first introduced by her family and then school. She claimed that she could switch between English and Bahasa Indonesia with zero struggle and thought that speaking English is more comfortable for her. Alea believes that English is so important to her to the point it becomes inseparable in her life. Hence this section uncovers Alea's journey to construct her English learner identity.

4.1.1 Alea's Personality and Characters

Alea had always been a highly motivated student since her school days. She is a hard worker and a very confident person. During her middle school and high school years, she was always enthusiastic in participating in English competitions. She had a deep interest in learning English since she was a child. Alea did realized from when she was young that her perspective of learning English differs from other students and is shown in the passage below:

“ When you find what you like in these languages, for me personally, books. Well, this is not a burden for me, it does not feel like a lesson. This is actually something I enjoy. So, yeah, it is very fun for me, “

From the passage above it is clear that Alea never thought of English as something that is unenjoyable. She understood the importance of learning and why English is important, so she grew to love learning to the extent that it is not burdensome at the slightest. In her perspective, Alea thought that English books are more appealing compared to books written or produced in Bahasa Indonesia. That exact perspective also was one of the factors that led Alea to deepen her English language learning. Alea was always consistent in her English learning since she was a very young child until now. She told the researcher of how goal- oriented and targeted she was since she was younger by challenging herself to read from 20 English books a year, to 30 English books a year, to 40 English books a year, and so on.

Alea considered herself as very straightforward, she believed that by her ability to speak English, a lot of time it saved her from uncomfortable situations with her clients whether they are Indonesians or international buyers. She felt that English accommodated her straightforwardness because when she spoke in Indonesian she had to follow the Indonesia social norms to be very polite and the tendency to “ beat around the bush “ even for formal context such as work.

“ I do actually consider myself very straightforward when I speak in English. But, I still hold myself back when I speak in Bahasa Indonesia, “

Meanwhile in the English language, she has always felt that she does not have to “beat around the bush” and delivered her messages straight to the point. These two differences resulted in Alea sometimes preferring to switch the language into English when she delivered her follow up messages to her clients because she believed the foreign language saved her more time because she tested how her clients replied faster when the messages were in English compared to when she used Bahasa Indonesia.

“ Everything that I did was all because of my intrinsic motivation, I had no external motivation, to be honest. I did everything because I wanted to, that’s why I did it, “

When asked about her motivation to learn, surprisingly everything came from her intrinsic motivation to learn. This aligned with her being a valedictorian during her highschool years. Alea understood that she was privileged to gain certain access to education that not everyone in the world has the privilege to and understood that privileged would be nothing without the intrinsic motivation and eagerness to learn and to gain education hence she relied on her internal motivation rather than external motivation might it be from institutions or her peers.

4.1.2 Alea’s Supporting Background for Learning English

Alea came from a well- educated, middle upper class family who had a high exposure to the English language since she was very young. Her parents believed that

English would not only become their second language, but a mandatory language other than Bahasa Indonesia in order to gain more opportunities in the working field or education. Hence they put Alea in an international kindergarten to gain her first international exposure aligning with the family's belief that a new language and foreign culture exposure will then lead to their children's open mindedness.

In her home as her first institution, both of her parents usually spoke in their traditional language, Javanese, which Alea does not understand at all. But she and her little brother chose to speak in English with each other because apparently, the language provides them more efficiency. These siblings value straightforwardness and thought that the English language also made them more comfortable in delivering their messages in a very straightforward manner. Alea and her little brother are both natively fluent in Bahasa Indonesia, but there are a lot of times when they would explain some native language misunderstandings like terms or idioms using the English language.

“ My brother and I usually speak in English because I don't know why but for us English is more efficient, compact, and clear. There's so many vocabularies in the English language that covers everything and we understand more, and it's more straightforward as well, “

Alea acknowledge how her family fully supported, provided, and utilized the English language and years of living with her family throughout her school years made Alea believed that this family beliefs and mindset about the English language made her understood the beauty in communication and understanding another human being, the statement is shown in the dialog below:

“ I think Bahasa Indonesia is not the only language that we have to master, I think it'd be nice to learn or master another language, because there is beauty in communication, there's a beauty in understanding people, “

Alea thought that having more than just her own native language to master is a mandatory thing. English is the least that a person can master other than their own native language, in her opinion. Not only that the English language is used in her formal setting, but also Alea mentioned how language plays an important role in communication and emphasized how there is beauty in communication. This shows how integrated the English language is in Alea's life and that she wholeheartedly valued the said foreign language.

Between school and family, Alea gave an opinion that she personally thinks school plays a more dominant role in her life, although she stated that both school and home as her primary institution each played 50% in her life afterwards as stated below;

“ Because both school and family go hand-in-hand. And like I don't have any problem with my family, for example, if I talk in another language, because both family and school support each other. So, in my opinion, the 50% plays apart (family), and the other 50% plays apart (school), “

Due to the mindset that was instilled in Alea through her parents' it created a confident personality in Alea that showed during her school years and post- school years. Alea confidently participated in numerous English competitions during her school years as a representative of the school. She was agitated and eager to win the competitions and had the supportive environment from her peers and her family that although had no contribution to her motivation to learn and to win, was still a much delightful and pleasant environment to be in.

After Alea had graduated from high school , she was enrolled in an intensive IELTS class for her improvement and upgrading before her university entrance examination. As cram school is part of institution experience that might contributed to construct her learner's identity, Alea felt that it was different for her case as she confessed that the intensive course was only another day for her and did not impacted the construction of her learner's identity as it might did to other students in her class who might be below her level of fluency. The intensive class was only utilized to boost, upgrade, and improve her already existing knowledge of essay writing as Alea disclosed and nothing else.

“ To be honest, for me, it's just another day of learning English. I went there because I just wanted to know what English lessons for IELTS are like, what are the tips and tricks on how to do it. So it's more to the tips and tricks that I caught, as for the English, I already knew, “

Alea was already confident with her English skills capability before she was enrolled in IELTS intensive class and believed that her English learner identity was constructed during the previous years before her IELTS intensive class that started at her young age when she first learned the language through school and her family education at home.

4.1.3 Alea in Social Environment

Being acknowledged for her fluency in English language, she had realized that her peers' perspective of her changed over time and she does not always accept what

people think of her since she understood that not every Indonesian believed the importance of learning English moreover mastering the language.

She admitted that sometimes she felt people bashed her for speaking in English because those people did not have the same mindset as her and viewed the language as unimportant thus that also became a factor of creating a perception of Alea as a westernized person for speaking in English.

“ And what I received during the highschool year was there were lots of judgments where people think I'm westernized. My family is supportive, for example when I want to read more books in English or speak more English.”

Alea received a lot of judgments during her highschool years that she appeared to be very westernized whilst most of her peers only understood a very limited English language. This situation was assumed to be caused by the type of school she went to was a public high school where most students spoke in Bahasa Indonesia oftentimes. Alea strongly felt how this condition unfortunately created a significant gap between Alea and her peers that only speak limited English.

“ Well, I don't really feel like, oh, I'm an international citizen. I don't really want to feel exclusive as well. But, when we talk in other languages, we are exclusive to that language category. “

Growing up, Alea realized that although she does not want to be exclusive, her English ability turned out to cause her to be very exclusive even in her work place that

apparently had two separate groups of people; one who are fluent in the English language and the other who are not fluent in the English language. Alea felt that people perceived her as someone who came from the same group as other people who also could speak fluent English. This exclusivity existed only when she was in the same group as people who could speak English in the presence of the opposite group. But when she mingled with the opposite group, the said exclusivity disappeared. She openly admitted that the English language was able to connect her with her international buyers and people who could also speak the English language.

“ There are also many who are inspired and think that this is cool. But again, maybe in the past we cared more about hateful comments than good ones, “

When asked about the perceptions she received from other people, not only did Alea mentioned the negative perceptions, but also the positive messages she received from her peers. This happened during her university year when she presented her fashion prototype for her midterm using full English and received what she called ‘ a sweet compliment ‘ from another fashion student in her university who also attended Alea’s presentation. Alea felt really nice to be complimented and to be acknowledged for her English fluency and also her excellent presentation. She had come to the realization that she actually received so many compliments regarding her fluency in the English language, became an inspiration for many other students who look up to her who are eager to learn the language and how back then she focused more on the hateful comments rather than the good ones that she received.

As Alea had grown older, she told her story of how through numerous business transactions between Alea and her international buyers for years, Alea noticed that she gained the ability to understand people better. She also thinks that she delivered better results compared to her coworkers who did not understand what the buyer actually really wanted and what their necessities were.

4.1.4 Alea's Standpoint After English Learning Experiences

From the institutional education that she received at home and also formal education like school and throughout years of being an English speaker, Alea believed that English had become one with her. In a follow-up after the interview, Alea stated that she believed that she had become one with English not only because she understood the language, but also the western culture as she revealed that she had started to watch American TV Shows since she was in elementary school. That being said, she cannot be separated from English as it would make her life a disaster as stated in the interview.

“ Because back again, English is always a part of my childhood, like it's already a part of me. So like every single moment, there's only English. So like it's there, it's important, and it's a part of me. “

Alea also thinks that because English is so important to her and one with herself, she can switch both languages, English and Bahasa with no struggle and to her both languages complement each other. She feels like English is also her first language, to

be exact. And as she grows older and pursues her higher education, writing in English such as academic essays is one of the easiest things she could do.

She also realized that by being already in a professional work field during her higher education era, English is just as important as she thought when she was younger. She has the same exact perspective as why her parents instilled the importance of mastering the English language mindset back when she was younger.

“ Because the longer I have been in the world of work, I think learning language is important, other than your background like education and family. I think for certain companies, let's say I apply to Chinese companies, I think it'll be better if I can speak Chinese. So it's like we can talk to people, communicate to people in a language that they can understand, that will make them more comfortable working with me. “

From the passage above, it is clear that Alea associated the ability to communicate in a certain foreign language makes it easier and more comfortable to work with the people inside the same company. In this case, it is important to note that Alea went to a fashion design school that functions mainly with English and French language hence her opinion resulted in the statement above.

“ If I have children, for example he has another language on his CV, hopefully it'll make him easier to apply to work, “

By how Alea understood the importance and numerous benefits the English language had given her during the time she pursued her education and career, she had planned to endorse the same mindset and beliefs her experiences gave her to her future

children. She wanted her children to be able to master foreign language as it was proven to made her more wanted in the professional world.

“ I consider English as my first language when I talk to people who also understand me or speak the same language. “

As an English language learner since she was in her kindergarten and learned both Bahasa Indonesia and English language at the same period of time. Alea stated that she considered herself as an Indonesian who speaks two first languages. She said that she switched language when it is needed based on her opponent's language ability and the situation that she encountered. Alea had developed an ability to switch languages easily and found that it was no challenge for her to do so because she had been learning it since she was very young. Because of the early exposure to the English language, it created a core belief in Alea that English is also her first language.

“ I think I was already ready for work and it turns out that English is used wherever you work, that's what I just found out after I entered the professional world.“

Alea was confident to say that she was very ready for work because she acknowledged her fluency and skills from what she had learned since she was very young was way higher than average. What became a surprise to Alea was the fact that her English skills gave her so many opportunities and benefits in the professional world. In her workplace, she was put as the front face of the company that she works for on account of her immaculate English speaking and communication skills. Other than English speaking skill, her English writing skill was also acknowledged for its

excellence. Alea pointed out that there are a different perspective that she acquired from being a fashion student and having an excellent English writing skill on the passage below;

“ Let's say for paper, paper (written in English) is so easy for me. And because it's so easy to understand and to digest for me, I get to finish earlier. That made me have to wait for other people, and it makes me feel like a nerd. “

Alea claimed that although she was acknowledged for her higher than average GPA and outstanding grades that she obtained from excellent English writing skills, it does not necessarily make her feel cool or impressive because through her college years, she realized that she was not expected to be impressively smart hence it made her feel like a nerd or a geek from having so many knowledge in the English language field.

“ I guess because I have the ability of speaking English, I first had one job responsibility, but now I'm branching out because they put me in another division, “

In the course of working experience, Alea realized that her ability to not only be able to understand English but to “ become one “ with it like how she considered English as her first language too did add more value to her as an employee hence her higher position put her in a lot of job responsibilities. Alea noted that in the professional world, English does play an essential and obligatory aspect that leads employers and clients to desire you as a job seeker.

“ I feel like my non-judgmental level really went down after I was exposed to outside cultures and foreigners. I believe everyone is different and deserves respect and we have to be tolerant of one another, “

Through Alea’s English learning experience that she had undergone since a young learner age, she became more tolerant and accepting of other cultures and various differences that she came across throughout the years as she found and came into contact with a lot of people from different countries and backgrounds.

“ I would say. I guess, the ability to understand people better. And then I can deliver better results than my other coworker who doesn't understand what this buyer wants and what this buyer needs, “

Alea elaborated more on how the English language helped her gain acknowledgment and recognition from other people, in her case, she claimed to understand her clients on a deeper level and were able to connect with them to the point what first was a limited relation between business company representatives and clients turned into a friendship. She also stated that these networking expanded her knowledge and challenged her analytical side as well as communication skills. There were certain fields that Alea successfully did an excellent job at by using her analytical side and her integrated academic talents.

Alea mentioned the benefits that she gained in her workplace and in the professional world by what she had experienced so far as a fashion student and also someone who works in the industry on the passage below ;

“ So besides being able to be communicative to understand what this person is saying, I can also understand what exactly they want and expect, “

Alea explained that since the English language is very often used in her industry, being able to speak the language improves her communication skill. And she believed that not only the English language is utilized to mutually understand each other with no language barrier but also there is a deeper understanding between her and the clients. Alea felt very confident that she bridge the gap that existed between only understanding what a client is saying but also understood what the client expected out of the company, quality-wise. She also emphasized how she was able to build a strong network and deep understanding with her clients to make them comfortable hence the clients had never wanted to change PIC that stands for person in charge.

“ Communicative and I feel closer to them because we speak the same language. That's how I feel towards using English with my clients. So straightforwardness really helps me, and because I can be straightforward in using English, I can understand better and they can understand me better too, it connects us faster. Hence why it's time-effective. “

Alea admitted that using English as her primary language to speak with her clients had always benefited her and the company she works for. The clients understood her because she was straightforward when using the English language and the time spent to do follow ups are relatively quicker compared to when she did follow ups using Bahasa Indonesia. Alea noted that her English language skills led her to obtain more jobs and opportunities in the industry, secured her for better positions, and paid higher

salaries compared to her coworkers who had no English skills.

4.2 Discussion

This section goes into further detail on the study's findings that are supported by earlier research, such as how Alea's English learner's identity was constructed and affected her beliefs, and how that learning process molds her into who she is today as an English learner.

4.2.1 Strong Potentials and Privileges

As revealed in this study, Alea had always had strong intrinsic motivation to learn and had always understood the privileges her family gave her through being enrolled in an international school. Her high self-awareness of her ability started when she was a young learner. As evidenced by Bennu's (2021) conclusion that second language identity creation is more effective when the interlocutor has a desire to establish the identity in the first place, Alea demonstrated exceptional potential and desire to learn as an English speaker from a young age. Alea's desire to learn aligned to what Bennu concluded also was shown through her statement when she challenged and created a yearly target of reading from 20 English books and consistently increased the number year after year.

It is worth noting that Alea had also always felt that the English language helped her to deliver her speech straightforwardly as she considered herself a straightforward person. In this regard Alea had most of the times chosen to speak in English as the widespread use of English has, in some respects, altered how young people behave, view themselves, and prefer to express themselves (Lie, 2017).

This research showed how the strong support provided from family really shaped and created the learner's identity one embraced. In a research by Taylor (2013), it was discovered that family, friends, classmates, and teachers all played significant roles in forming adolescents' identities in her work with teenage language learners. Although, in this research family played a major role not only during the teenage years of a language learning. Family was discovered to play a significant role through the institution they chose as their child's first formal education as in the international school Alea was in and also how well-educated and aware parents instilled a strong mindset that endorsed the importance of mastering English and how many benefits it brought to their children according to Al Mubarakah's (2021) research, the learner gradually developed her identity as an English language student across a variety of groups when her parents are professional and well-educated. They also consistently supported the learner's commitment of time, effort, and money into studying the language.

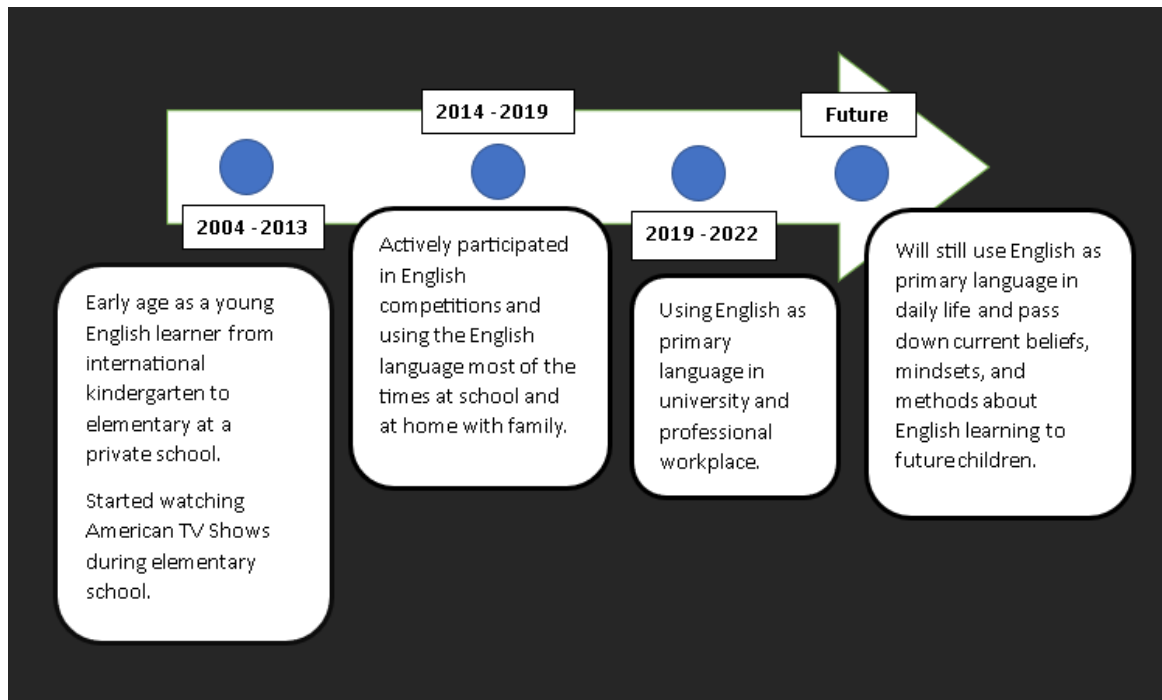
4.2.2 Contributed Social Perceptions and Future References

Alea stated that during her high school years, she was viewed as someone who is very westernized not only for how she spoke a lot in English but also how she embraced and understood so much of the western culture due to her consumption of American TV Shows since she was in elementary school.. This result ties well with previous studies wherein in Indonesia, English speakers have a smart and international personal image (Alrajafi, 2021). Additionally, how Alea learned the western culture was also stated by Ye and Liu (2021) that American TV shows that have witty dialogue, engaging plots, and appealing, engaging characters give kids nothing less than a tiny replica of real society. Moreover, she was also viewed as someone who came from an exclusive group of people who spoke fluent English and understood the western culture in line with what was disclosed by Hall's (1997) findings that indicated meanings may only be effectively shared between people in this way because persons who belong to the same culture must have a broadly similar conceptual map, as well as share the same style of understanding the signs of a language. The findings, although understandable it is worthy to note that fluency did not become a result in one night and needed years of practice with people who also had the equal or more advanced ability, in this case might be Alea's parents. This study raised a speculation whether Alea's fluency also connected with the fact that Alea came from the capital of Indonesia as occasionally, in Indonesia's major cities, one can overhear private discussions between parents and their English-speaking children in public settings (Lie, 2017).

According to the First Words Speech and Language Program led by Pinecrest-Queensway Community Health Centre (PQCHC) in 2020 some children may have more than one first language: this is the case with children learning two languages at the same time, from birth. However, this research unveiled how although Alea started to learn simple Bahasa Indonesia from birth and then started learning English from when she was enrolled in an international school for kindergarten, she still felt both Bahasa and English are her first languages. By having two first languages, Alea confidently noted that she was ready for the professional work since high school due to her acknowledgement of her English proficiency for being higher than average in Indonesia. She did note that what language she spoke in depends on who she was speaking to in line with a research done by Harjanto, et al. (2019) which said students who could be bilingual and prefer to speak one language over the other depending on who they are talking with.

For the most part, Alea kept emphasizing how English had benefited her in any way possible whether it be during her study or in her workplace. Drawing from this viewpoint, Alea stated that in the future her children would be passed down the same core beliefs and values her parents instilled regarding the English language. In this respect, it is supported by a study by L. Fisher et al., (2022) that everyone's perceptions are impacted by people around them, therefore identity has a contextual and sociological component.

4.2.3 Alea's Timeline of English Learner's Identity Construction



CHAPTER 5

CONCLUSION AND SUGGESTION

5.1 Conclusion

In this research, it is proven that well- educated parents play a significant role in constructing a child's English learner's identity. In this case, the participant's parents shared and instilled strong values in English language learning. Although a learners'

identity did not solely depend on their institution whether formal and informal, other than that, a learner's desire to learn and acknowledgement of its importance are also important factors. By being exposed to the international setting from a very young age and consuming the western products also from a very young age, the participant considered herself as an individual who had two first languages. It is also revealed how the participant was viewed as someone who belongs to the exclusive group by her social environment. Through this research, readers get to acknowledge the four identities that an individual had to go through to construct her English learners' identity.

5.2 Suggestion

The present study has a few limitations that must be noted. First, this research study is limited to participants' whose socioeconomic status is considered middle to high with a fashion student background. For further research, it is suggested for other researchers to do research with middle to low socioeconomic participants from other majors. Second, this research study is limited to a participant who came from a South Asean country. Further studies might be conducted in other Southeast Asia countries or outside the Southeast Asia region. Finally, the sole data included in the current study was the interview transcript. Other artifacts, such as any items that indicate how the participant constructed his or her identity, can enrich the findings of the narrative study. Other artifacts should be used in future research to enrich the study. Future research should therefore examine the identities of English learners using these limitations.



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APPENDICES

Appendix 1 Informed Consent

INFORMED CONSENT FORM FOR SUBJECTS ABLE TO GIVE CONSENT

I confirm that I have understood this research and am willing to give my data for the purpose of the research.

I confirm that I have had the opportunity to ask questions and the researcher has answered my questions about the study to my satisfaction.

I understand that my participation is voluntary and that I am free to withdraw from the project at any time, without having to give a reason and without any consequences.

I understand that I can withdraw my data from the study at any time.

Jakarta, 21 July 2022



Andriyia Lenggigani



Appendix 2 Interview Transcript

Interviewer: Adisa Tiara Kinasihing Ramadhan

Interviewee: Alea

Time: 24 July 2022, 19 September 2022, & 5 January 2023

Place: Kota Kasablanka + Google Meet

Length of Interview: 65 minutes

R: Researcher

P: Participant

COLOR CODE:

Yellow - Nature (Highly motivated, intrinsic motivation, critical thinking, etc that has anything to do with participant's personality)

Purple - Institution (who we are because of the role, position, and function of us in our society. (School, cram school, home)

Blue - Discourse (who we are because of our individual achievements that have received recognition from other people. Conversation sekitar kita, dari kita dengan orang lain, dan orang lain dengan kita atau orang lain dengan society

Green - Affinity (who we are based on our experiences that molds us into who we are as a person today)

FIRST INTERVIEW

No	Data	R/P
1	Okay, first question, how would you describe your family's sociocultural background?	R
2	Okay, so, I would describe my family as people who are educated karena orang tua aku— my biological mother is a doctor, my step- mother is an IT consultant, and my dad is in	P

	the military, but he's working on his Ph.D now.	
3	Dari social cultural, first of all, they're educated, and to say privileged, I think so. Karena menurut aku edukasi itu suatu privilege kan, jadi artinya either mereka work hard to get those education atau orangtua mereka memang sudah stabil financial buat ngesupport orang tua aku dapat edukasi yang selayaknya.	P
4	Jadi, I think mereka cukup berprivilege dan educated, which makes them quite open minded actually. So that's my family's sociocultural background.	P
5	And that affects you a lot, since childbirth until now. Looking back, how would you answer when you were asked to explain things? In which language are you more comfortable to speak in?	R
6	Since I started in International kindergarten, everything was so much easier in English, but moving towards elementary, junior high, and dulu SMA kan kita jadi sekolah nasional. Jadi, I tried my best untuk pakai bahasa indo karena teman-temanku lebih nyaman pakai bahasa Indonesia.	P
7	Cuma kalo semisalkan kayak kamu dan Talita, kita kan sama-sama– yaudah, sering ngobrol gitu kan Bahasa Inggris. Jadi, aku sama kalian tuh pakai Bahasa Inggris. Jadi, aku nyesuain keadaan aku sih.	P
8	Let's say, I'm talking to you itu pasti different sama Yendri misalnya. Jadi kayak, on the condition, on the people.	P
9	What about like– in your family? Kamu lebih comfortable dengan your family itu speak in English or Indonesian? Apakah di keluarga itu juga ada selipan dalam bahasa daerah?	R
10	My dad and my step-mother, they both speak Javanese, sama-sama orang Jawa, which I don't understand at all. My brother and I, we usually speak in English karena entah kenapa untuk kita English itu lebih singkat, padat, dan jelas. Banyak hal-hal yang dalam Bahasa Inggris itu– it covers everything dan kita lebih ngerti, lebih cepat juga.	P

11	Jadi sama orang tua aku, it's either English, Bahasa, atau campur (Bahasa and English) dan itu kayak gak nentu aja waktunya.	P
12	Misalnya, sometime in English, tiba-tiba Indo, tiba-tiba mix.	P
13	Okay, so you could just switch whenever you want? Yes.	R P
14	Okay, and based on your environment, school, and family, how do they think of the English language?	R
15	It's pretty important, because let's say we wanna go ke luar. I don't think we'll use Bahasa. And English is— I guess, the easiest, karena kita udah diajarin dari dulu kan dari kecil.	P
16	Jadi, it's important to learn, because like for me and my family, pindah keluar, atau kerja di luar, and we gain this experience untuk kembali lagi ke sini.	P
17	Ke sanapun, let's say, kita butuh financial, kita butuh kesiapan mental, tapi kan language is also important for us to be able to understand things. Dan juga misalnya kayak just connection disana kan, jadi it's important for us to learn language. First language, second language, dan seterusnya gitu sih.	P
18	I see, okay, and what do you think of the English language personally?	R
19	It's fun, it's important, and it's just like— apa ya— kalo buat aku tuh, I can switch between English and Indo dengan cepat, gitu loh.	P
20	So, you don't really have to think about it?	R
21	Yeah.	P
22	You don't have to translate a lot of things first?	R
23	It's like my brain works—ada side Indo dan ada side Englishnya dan mereka cuma kayak complement each other, gitu loh.	P

24	So, let's say if I wanna talk in English, yaudah, ngomong aja. Aku gak usah harus kayak, " Gua harus ngomong apa di sentencenya, "	P
25	And how does your environment from when you're a child until now impact your motivation to learn the English language?	R
26	Oh, it's more of-um- English books are always better than Indonesian books. I don't know why, tapi kayak secara literasi lebih banyak variannya. Jadi kayak, kalau aku ngerti Bahasa Inggris, aku mau belajar Bahasa Inggris, kesempatan aku untuk ngerti buku-buku ini tuh lebih banyak, gitu loh.	P
27	Let's say, buat jurnal sendiri kan banyakan Inggris kan. Jadi, I think kalo semisal nya aku mau lanjutin studi aku atau buat fun aja itu I need to have a quite well- level of understanding in English buat aku pake itu untuk di studi aku atau untuk literasi.	P
28	Jadi, I think environment nya karena kayak I find it fun untuk baca buku dan lain-lain, English tuh jadi kayak- it's also my language, gitu loh.	P
29	You don't feel like learning English itself is a burden for you?	R
30	Nope, like- mungkin buat beberapa orang English tuh kayak, " Duh apa sih ini? " karena bahasa baru kan. Cuman ketika you find what you like in these languages, for me misalnya kayak buku-buku, ini ya yaudah, this is not a burden, this not a lesson. This is actually something I enjoy. Jadi kayak, yaudah, this is very fun for me.	P
31	Okay and from what you know, how do people perceive you in terms of being an English language user?	R
32	Maybe for people who doesn't speak English quite well, or like people yang- bukan nasionalis sih, tapi merasa, " Apa sih, orang nggak bisa Bahasa Inggris, " ya gak apa-apa sih, itu kan pilihan mereka juga kan. Tapi karena mereka punya pilihan, aku juga punya pilihan.	P
33	So, even though mereka mikirnya, " Apa sih, kok orang Indo	P

	sok-sok Inggris, “ that’s your judgment. I don’t really care much about them. Aku bakal tetap baca buku Bahasa Inggris, nonton film Bahasa Inggris, dan I don’t really care, gitu.	
34	And what kind of experiences do you have regarding English language learning? And how does that impact how you are now as a person?	R
35	Since I mentioned previously that I started learning English from such a young age, aku jadi kayak bisa swift off the language easily.	P
36	Jadi secara edukasi let’s say when I have to write an English essay, it’s very easy for me, kayak when I think of something in Indonesia, I can directly think of it in English as well.	P
37	Jadi buat edukasi kayak misal I am applying for an essay atau. I have to do the presentation in English, it just became easier. Because aku bukan lagi kayak–um– di mindset, “ Aduh gua mau presentasi gua harus nyiapin semua yang harus gua omongin, “	P
38	I’m just going to make point and I can elaborate quite okay gitu loh di Bahasa Inggris. Jadi buat let’s say, misal dulu aku yang TK Inggris, kemudian edukasi- edukasi itu sampai kuliah semuanya sangat ngaruh.	P
39	Karena kebanyakan tugas kuliah sekarang kan Bahasa Inggris and also we have to learn French. Jadi kayak, bebanku sekarang cuma learning another language daripada English, gitu sih, Dis.	P
40	Is there any past experiences, yang di mana kamu merasa kayak, “ Ini crucial banget harus bisa Bahasa Inggris? “	R
41	Umm– crucial banget bisa Bahasa Inggris, I think saat kita let’s say liburan ke luar negeri. Atau mungkin ke Bali aja deh– I mean di Bali banyak bule. And all of them don’t understand Bahasa Indonesia, so kita harus adapt sama situasi itu kan.	P
42	Jadi misalnya, it was a very crucial moment for me. Because let’s say, you got lost in Bali or like you wanna ask something to “ bule “ in Bali, I think you have to use English.	P

43	And as a kid, kayaknya saat itu kayak– ya, I have to be able to talk to them. Jadi, it's pretty crucial for me, tapi kalo yang lain kayaknya aku gak bisa mikirin deh what's the crucial point.	P
44	Karena balik lagi, English is always a part of my childhood so, like it's already a part of me. Jadi kayak every single moment, ada Bahasa Inggris aja gitu loh. Jadi kayak it's there, it's important, and it's a part of me.	P
45	What if it's taken away from you?	R
46	So like, I cannot speak English, gitu? Yeah.	P R
47	I think it will be such a disaster.	P
48	But like, if people ask you, apakah kamu lancar dalam berbahasa Indonesia as in you could speak in Indonesian perfectly, atau apakah harus selalu complementary dengan Bahasa Inggris?	R
49	Bisa Bahasa Indonesia aja, bisa Bahasa Inggris aja, bisa campur-campur. I think kayak aku di poin di mana kalau seandainya aku harus deliver speech in Bahasa, I'll be able to do that, sama aja kayak Inggris, gitu loh.	P
50	So, it's like, it's just a matter of choice kamu mau make kapan dan seperti apa, gimananya segala macam.	P
51	Balik lagi ke momen orang dan situasinya harus apa gitu loh	P
52	Okay, I think that's all, thank you.	R

SECOND INTERVIEW

No	Data	
1	Does being open- minded relate to one's ability to try to learn a new language in your perspective?	R
2	I think definitely yes, karena willingness kita untuk let's say budaya lain termasuk bahasa, it's a sign that we can accept another culture. Jadi i can assume, " Oh, orang itu cukup open minded dengan misalnya dia bisa berbahasa lain karena untuk belajar dan meng-accept budaya lain itu susah kan, " menurut aku gitu sih	P
3	Jadi menurutmu bahwa belajar Bahasa Inggris itu <i>equal</i> dengan menerima budaya lain, gitu?	R
4	Not really like pasti menerima, but i guess in a way kayak ada existence bahasa ini jadi kayak, " okay, we learn it," mungkin karena ada hal satu dan lainnya, cuma kayak dari sisi lainnya kita kayak harus menerima budaya lainnya gitu lho, whether we like it or not.	P
5	Ooh, I see. Jadi lebih ke— receiving but not exactly accepting yang kemudian, applying it to yourself. Okay, and then what does it take to be able to master a language in your opinion? Kayak mungkin ada key factors atau faktor-faktor apa saja sih yang kira-kira mendukung to master a language.	R
6	I think to master a language, first of all, kayak seorang individu itu harus punya niat untuk belajar bahasa tersebut karena kalau nggak punya niat, " For what? " gitu. And consistency, kayak misalkan kalian belajar dari tempat les kah, atau baca buku, atau film harus konsisten kan untuk at least make a progress. Cuma I guess kalo niat banget, you enroll in a class atau yang ada sertifikasinya perhaps.	P
7	Hmm, okay, so to summarize itu willingness, and from your experience what has helped you better in learning English? In general dulu menurut kamu.	R

8	I think in general more like talking to people outside of your country, karena native speakers are just another experience. Kalo kita belajar doang tapi gak kita aplikasiin, I feel like kalo seandainya kita ngomong itu jadi kagok kan.	P
	Jadi I guess one of the learning experience itu, go out, meet people and actually talk to them.	P
	Dan apakah metode atau cara tersebut yang kamu bilang itu, apakah itu berpengaruh apa identitas kamu melihat diri kamu sendiri atau orang lain ketika melihat diri kamu?	R
	I think it does play a part in how some people perceive me in a way, tapi I don't really accept how people perceive me.	P
	And do you think it would be possible for you to learn English without the supporting environment, let's say, family role in this case.	R
	I think it is possible, misal kalau sekolahnya masih support, misal ada pelajaran Bahasa Inggris walau tanpa family support. Tapi, the problem is terakhir kita SMA itu Bahasa Inggris jadi 2 jam kan pelajarannya dan Bahasa Indonesia jadi 4 jam.	P
	There's nothing wrong with that, tapi itu kayak jadi menyempitkan kesempatan anak-anak seperti kita yang mau belajar Bahasa Inggris karena les Bahasa Inggris kan mahal, jadi kita mau belajar di sekolah. Tapi kenapa jadi cuma 2 jam gitu loh, kayak mungkin ada kesempatan untuk belajar Bahasa Inggris tanpa adanya support keluarga atau gimana, cuman I guess akan jadi susah banget kalau cuma dikasih waktu belajar 2 jam per minggu.	P
	Jadi, possible but possibility ratenya akan lebih sedikit dibandingkan semisalkan ada supporting family.	P
	Apalagi kalau supporting familynya juga financially stable.	P
	Dan misalkan kalau dibalik gitu, ada family role sebagai supporting environment, tapi kalau sekolah tidak provide apakah itu tetap possible menurut kamu?	R
	I think it would be possible kalo anaknya mau, jadi bukan	P

	paksaan.	
	Back again to willingness berarti?	R
	Yes.	P
	I see. And which one do you think plays a major role in learning English, supportive environment or solely institution?	R
	Institutionnya kayak les atau sekolah gitu ya?	P
	Sekolah	R
	Sekolah atau family? Hmm, I personally think sekolah. Karena dari aku with or without my parents support, I guess, I am still able to do a lot of things gitu loh. Jadi kayak misalnya I went to this institution that force me to do let's say, speaking, in the end of the day, I would be able to do it because the institution force me to do it without my parents support.	P
	Jadi kayak misalnya bahasa, let's say I have a kid, and this institution is an international school yang bagus, tapi aku gak support dia gitu lah terserah dia mau belajar atau nggak. Tapi at the end of the day, karena institutionnya dia mendukung dan anak kan 8 jam sekolah tuh lama kan, dia bisa bergaul sama guru, teman-temannya. I feel like— in a way, secara gak sadar ngambil pelajaran dari sana-sini terutama di bahasa.	P
	Dan kalau family role yang support, what do you think about that?	R
	I think sebenarnya semisalnya institution digabung dengan family role, it would be better. Cuma kalau seandainya family role doang, misal kita belajar bahasa atau gimana, kan tergantung anaknya kan kalau dia mau atau nggaknya. Cuman kalau seandainya familynya itu bisa financial support, I think itu juga bisa sih. Tapi kan family juga harus pintar dalam memilih institution kalau mereka mau outcome sesuai dengan yang diinginkan.	P
	Jadi, family role dan institution itu akan create yang lebih optimal, tapi kembali lagi ke familynya itu memilih institusi dan path apa yang akan dilalui oleh anaknya itu akan ngaruh juga ya.	P

	I think so, maka dari anak-anak yang finansialnya okay pada bisa milih kan kemanapun dia mau. Cuman kalo terbatas, nah itu kita harus mikir juga dengan budget segini agar optimal itu kita harus kemana sih?	P
	Hmm, I see. Back again to like when you have options it's gonna be better.	R
	Yeah	P
	And on a scale 1-10, seberapa besar pengaruh keluargamu ke kamu dalam belajar Bahasa Inggris?	R
	Family wise I think 5 out of 10	P
	Why?	R
	Because I feel like 5 is for the base institution, like the place I grew up like learning and school. And 5 is from the family. Karena kaya environment misalnya untuk bahasa, di rumah ada bahasa, tapi di sekolah juga ada bahasa	P
	Karena ada itu tuh jadi saling dukung gitu loh, Dis. And like I don't have any problem with my family, misalnya I talked in other language, karena dari dua hal tersebut tuh saling mendukung. Jadi kayak 50% plays apart, and the other 50% plays apart.	P
	Jadi sebenarnya memang kalau mau optimal, dua-duanya harus ada, at least 50%-50%	P
	Itu kalau mau optimal ya. Tapi kan not everyone has the same privileges kayak aku ya	P
	And then apa bagian dari belajar Bahasa Inggris dari your family yang menurut kamu akan kamu aplikasikan ke orang lain atau anak kamu nanti ketika kamu punya anak?	R
	I think lebih ke Indonesian is not the only language that we have to master, I think it'll be nice to learn or master other language, karena ada beauty in communication, there's a beauty in understanding people, jadi opsi misalnya aku punya anak, misal ada opsi dia punya bahasa lain di CVnya, hopefully it'll make their life easier untuk apply kerja	P

	Why did you choose that? Apakah menurut kamu itu sangat berpengaruh?	R
	Karena semakin lama berada di dunia kerja, I think learning language is important, other than your background like education and family. I think untuk company-company tertentu, let's say I apply to Chinese company, I think it'll be better if I can speak Chinese. Jadi kayak we can talk to people, communicate to people in language that they can understand, itu akan membuat mereka lebih nyaman untuk kerja dengan aku.	P
	Jadi kayak I think if you want to work in a company yang notabenenya berbahasa Inggris, it would be great if you could speak in English.	P
	Gimana kamu perceive diri kamu sekarang setelah kamu mengalami segala macam experience kamu dalam belajar Bahasa Inggris dan sebagai pemelajar Bahasa Inggris?	R
	I think there's more to learn, I guess. I don't think it ended in my high school era, I believe there's more books to read, there's more literature to digest. It's a long time full journey for me. Walaupun sekarang aku tinggal sendiri, itu tidak menutup possibilities aku akan apply scholarship somewhere, I just feel like this is not the end of my journey in learning languages, the options to travel, the options to study, itu masih banyak banget di luar sana. And we're only in our 20s kan kita baru mulai tumbuh dewasa tuh sekarang jadi possibilities belajar apapun itu tuh masih banyak di luar sana.	P

THIRD INTERVIEW

No	Data	
1	Okay. So like previously kamu stated that English it's easier for you. Karena kamu sudah diajari dari kecil juga, right? Dan kamu merasa it is your language too, jadi sekarang bahasa kamu gak hanya bahasa Indonesia tapi bahasa Inggris juga. When you said that, apakah itu berarti kamu merasa kayak walaupun bahasa inggris itu sudah menjadi bahasa	R

	kamu, natar first language dan second language itu, apakah kamu merasa kayak sama aja bahasa Indonesia dan bahasa inggris are your first language? Atau kamu masih divide english however tetep your second language?	
2	Okay. So deep down, I feel like it's just the same, karena saat belajarnya bersamaan di waktu mudanya jadi kayak oh, I always have Indonesian and English at the same time. I used to think like that until I got into, like, either college atau kayak sekarang professional life. Dimana nggak semua orang mempunyai privilege yang sama kayak aku, dimana belajar misal bahasa indonesia dan inggris itu bersamaan dari kecil, jadi sekarang my mindset lebih ke not everyone bakal mengerti jika misalnya aku bicara dalam bahasa inggris. Jadi secara tidak langsung aku harus ngeswitch, menyesuaikan yang enak nya sama mereka yang mana sih? Jadi it works, lebih ke aku menyesuaikan diriku ke kondisiku sekarang despite how i feel towards both languages.	P
3	Jadi yang aku dapat dari kamu adalah untuk kamu Bahasa Inggris dan Bahasa Indonesia itu sudah sama-sama first languagemu. Dan karena kamu sekarang tinggal di Indonesia dengan mayoritas orang yang bicara Bahasa Indonesia jadi kamu bisa bicara bahasa Indonesia dengan mereka?	R
4	Yes.	P
5	I see. Okay. Okay. So English is also your first language now. Right	R
6	I consider English as my first language. If let's say I talk to people who also understands me. But if let's say misalnya aku berkontak dengan penjahit, I don't think they understand English, right. Jadi aku harus switch ke Bahasa Indonesia yang menurutku juga first language. Cuman misalnya aku contact buyer luar negeri kan aku harus use English kan	P
7	And then, aku mau nanya, apa yang kamu rasain pas kamu berbicara Bahasa Inggris? Apakah it makes you feel like an	R

	international citizen or it makes you feel exclusive?	
8	Well, I just I, I don't really feel like, oh, I'm an international citizen. I don't really want to feel exclusive as well. Tapi, when we talk in other languages, kita jadi mengeksklusifkan kita ke kategori language tersebut. Misalkan kayak When I talked in English with, let's say, these international buyers, orang-orang di sekitar kita itu mungkin merasa, " Oh, mereka ngerti satu sama lain ", " Oh, they're exclusive, ", " Mereka satu kelompok, " just because we speak the same language. Tapi padahal gak selalu gitu, I'm just communicating with this buyer. Tapi, karena dilihat seperti itu, either satu kelompok atau eksklusif hanya karena mereka ngerti satu sama lain. Jadi, untuk sekarang, yes, I do feel exclusive when I talk with clients or whoever it is in English.	P
9	Oh, I see. I see. Okay. And after learning English for such a long time, apakah itu membuat kamu jadi lebih siap menghadapi dunia kerja?	R
10	Oh, I think so. Karena menurutku penggunaan Bahasa Inggris itu udah jadi mandatory banget di pekerjaan sekarang. Jadi, at least you can speak Bahasa and English, itu at least banget menurut aku.	P
11	Mm. Oh, I see. Karena kamu udah bisa Bahasa Inggris, sebelum kamu jump ke professional world seperti sekarang apakah kamu ada merasa kamu udah siap untuk masuk dunia kerja karena kamu udah bisa Bahasa Inggris?	R
12	I think sudah siap dan ternyata Bahasa Inggris itu dipakai dimanapun kamu kerja itu yang aku baru tau setelah aku terjun ke dunia kerja. Let's say, like, in my position, you're like, communication is very important, and not everybody good either in speaking Indonesian or English, right? So, like, to have the ability to communicate and understand	P

	more, they (the company) put you as the front face of the company.	
13	Hmm. Mm hmm. Oh, because you can speak English.	R
14	Yeah. Because you speak better than most of your coworkers.	P
15	I see. Kamu juga merasakan bahwa ada exclusive and special treatment because you can speak English to the point you got a better position (at work)?	R
16	Yes. Aku gak tau kasus yang lain seperti apa, cuman I do get the special treatment with more responsibilities because I have better position	P
17	Uh, I see. Yeah. Uh huh, uh huh. So like by speaking English,, you're ready for professional world and you also get special treatment and better position, hence more responsibilities at work?	R
18	Yes, more responsibilities and more income.	P
19	Oh. Ah, I see. Right. Because higher position. Right?	R
20	Uh huh. Yes.	P
21	Oh, I see. Okay. Terus misal di sekolah dulu, setau kamu gimana pandangan sosial-- your peers, your family members by you being fluent in English?	R
22	There's always like two sides of the sword. Kalo balik ke jaman sekolah, orang-orang lagi mencari what they want to be, jati diri mereka, your authentic self. Dan mereka cenderung melihat sesuatu yang berbeda kayak, " Ih apa sih, nggak jelas, ". For example kayak aku prefer to speak in English or ikut competitions Bahasa Inggris terus mereka punya opini Bahasa Inggris gak penting dan Bahasa Indonesia lebih penting, ya it's okay, itu pandangan mereka.	P

	And what I received during the school year, judgment dimana orang berpikir aku sok kebarat-baratan. Kalo dari family sendiri, mereka supportive ketika aku mau baca lebih banyak buku Bahasa Inggris atau mau bicara lebih banyak Bahasa Inggris. Cuman kerasanya adalah sekarang, karena udah belajar dari lama jadi sekarang gak susah untuk menulis (in English), atau riset, atau bicara bahasa Inggris. Sementara mungkin mereka yang dulu menganggap aku kebarat-baratan, mereka baru sekarang merasakan apa kesulitan yang dulu sudah kita lalui saat belajar Bahasa Inggris	
23	I see. Dan apakah ada dari your peers yang selain memberi hateful comments, apakah ada yang amazed or inspired by you?	R
24	I think so. Banyak juga sih yang inspired dan merasa ini keren. But again, maybe dulu kita lebih peduli dengan yang hateful comment daripada yang baik- baik ya. Back then it felt like everybody hates us for speaking in English a lot, but like on the other hand we are the inspiration for other people to speak in English or learn the language or like explore the language	P
25	Sebelumnya ada gak yang straightforward ke kamu bilang dia amazed or inspired because you can speak English?	R
26	Oh I think it was a good one actually. Huh. So back in university, we have this pre- jury every three months. It's like a mid-term where we have to present our paper and prototype using English. I was in my first year dan sekelas sama my seniors yang I don't know who they are. But after my presentation ended, I got this DM from a girl that I do not know who she is. And, like, she was amazed with my presentation skills and I'm so thankful, it's like a sweet compliment. It was so nice	P
27	Oh, I see. So she's like. She's amazed by your fluency, gitu?	R
28	Yes, because the presentation was in full English. So, yeah, it was very nice actually	P
29	And everything is easier for you in English, right? Your	R

	university was bilingual, using English and French, right?	
30	Yes	P
31	Yeah. And English is like, so easy for you?	R
32	Yes, karena balik lagi kayak mungkin kita berdua privileged enough untuk terekspos dengan bahasa lain sebelum college, jadi untuk di college misal kita butuh referensi in English, itu sangat mudah untuk kita translate. It's also better in terms of time- management for us, jadi kita bisa ngerjain paper lebih cepat dari yang lain	P
33	Because like, there's no more language barrier?	R
34	Yeah. It's like pikiran kita bisa mendivide langsung bahasa Inggrisnya. i don't know how to explain it, but for me it works that way.	P
35	And does that makes you feel cooler?	R
36	Not really that it makes me feel cooler. I feel like a nerd	P
37	You feel like a nerd? Why? Why do you feel like a nerd?	R
38	I don't know. Because I guess, like for me, let's say for paper, paper is so easy for me. And like it's easy to understand and to digest, and I get to finish earlier so I have to wait for other people, and it makes me feel like a nerd. Not really cool, because like in the fashion industry, no one is expected to be smart	P
39	Oh, really?	R
40	Yes	P
41	So, like, it's like, your ability to speak English has already covers 50% and the other 50% is your skill in fashion thing?	R
42	Pretty much. There's like a stereotype in the fashion industry, misalnya everyone in fashion industry is inaudible. Misal mereka menemukan orang di industri ini yang bright, mereka kayak it's not important because we only need your skill. I used to feel salah jurusan, tapi I still want to pursue	P

	this academia stuff, tapi setelah terjun ke real life, gak semau di fashion harus creative kok. You can work on your analytical skill, gitu.	
43	Uh, so it's. It's more practical now. Yes. Oh, I see. I see. I see. And like, kamu dengan bahasa Inggris sekarang dan kamu berinteraksi dengan so many people, do you think you're straightforward? Dan apakah dengan kamu berbicara Bahasa Inggris itu ngecover your straightforwardness? Because in our culture, people are not used to straightforwardness.	R
44	Yeah, I do actually consider myself very straightforward when I speak in English. Tapi masih sungkan kalau dalam bahasa Indonesia.	P
45	So. Like it's different when you use different language, like, ketika kamu ngomong bahasa Inggris, kamu seneng karena kamu tau kamu punya straightforward personality. And it's nicer to speak in English because you don't have to feel guilty for being straightforward?	R
46	Yes, misalnya kayak, let's say my boss nyuruh aku interview Ivan Gunawan, when the question is in English, entah kenapa it's just lebih straightforward tapi tetep sopan. Tapi ketika pakai Bahasa Indonesia, I feel like, agak belibet dan walaupun mencoba straightforward tuh tetep ada rasa sungkan gitu loh. I don't know, it's just different.	P
47	I see. Dan kamu jadi merasa Bahasa Inggris itu bisa mengakomodasi your straightforwardness?	R
48	Aku sangat merasa seperti itu dengan penggunaan Bahasa Inggris ini, aku jadi tidak terkesan jahat, dan yaudah, straightforward aja. Dan itu lebih efektif, menurut aku	P
49	So by speaking English, kamu juga merasa it's time effective?	R
50	Iya	P
51	I see. I see. Kamu merasa time-effectivenya gimana? Elaborate more	R

52	I feel lebih time effective, ini aku berdasarkan pengalamanku aja kali ya. Everytime I reach out to a client or to a brand when I use English mereka lebih appreciate aku, that's first. Misalnya kayak aku approach mereka misalnya dengan email yang sama tapi dengan penggunaan Bahasa Indonesia, entah kenapa lama banget balesnya. Tapi kalau aku follow up lagi dengan Bahasa Inggris itu at least 2-3 hari itu udah dapet reply, and they will reply back in English dan misal biasanya kan kita dari email lanjut ke WhatsApp. Somehow when I do the conversation in English, mereka lebih friendly dan lebih merasa kita selevel. Beda kalau pakai Bahasa Indonesia, aku merasa kayak ada perkastaan gitu lho. Kayak mereka harus demand aku lebih sopan (dibanding kalau pakai English) atau gak aku gak bakal dijawab	P
53	Wow. Okay, so like you feel there's a barrier between speaking English and Indonesia. Like a social gap, I think?	R
54	Social gap yang seperti kamu tadi bilang ada eksklusivitas dengan menggunakan Bahasa Inggris. Yes, aku kurang tau ini berlaku di semua industri atau nggak, tapi untuk industriku, mereka mengutamakan orang-orang yang bisa berbahasa Inggris. Mungkin karena masih mental dijajah kali ya? I don't know, tapi nyatanya seperti itu	P
55	Yeah. And then do you feel like di luar kerja, let's say di your peers and then kamu ngomong Bahasa Inggris, kamu merasa eksklusif gak diantara teman-temanmu?	R
56	Eksklusif tapi merasa beda	P
57	Why different?	R
58	Karena in my workplace dibagi menjadi 2 kubu; yang fluent in English dan yang gak ngomong Bahasa Inggris sama sekali. Ketika aku ngomong sama yang INggris aja of course aku merasa eksklusif karena kita-kita aja, tapi ketika aku harus switch ke divisi lain, aku merasa keeksklusifanku ini tidak berlaku di mereka karena mereka mayoritas	P
59	I see. Mhm. So you feel like being a minority when you speak English. It also has this exclusive upbringing	R

60	Yes	P
61	I see. And like that's, that's straightforwardness. Right. The one that we talk about before	R
62	Mm hmm	P
63	And like, other than that, what do you think if your other personalities as being an English speaker? Like what else personalitiesmu yang terakomodasi dengan Bahasa Inggris?	R
64	I would say. I guess, the ability to understand people better. And then I can deliver better results than my other coworker who doesn't understand what this buyer wants and what this buyer needs	P
65	How come? You feel like you're understanding?	R
66	No, I think more like the ability to understand better because I don't have a language barrier, let's say, between me and this international buyer	P
67	Okay, and like the understanding yang kamu maksudkan itu adalah not only dalam artian language barrier tapi beyond language or gimana?	R
68	First, language untuk komunikasi. Second, academically speaking, yang dia omongin itu masuk ke ranah dan pemikiranku. Sama banyak orang yang mikir you don't have to use your brain in the fashion industry, but actually you do have to use his analytical side of you. Jadi selain aku bisa komunikatif untuk menerima orang ini ngomong apa, tapi aku bisa process what they want dan secara academically kayak misal minta aku ngerjain laporan finance, itu aku masih bisa masuk ranahnya gitu lho dis	P
69	Iya dan misal kayak this international buyer knew dia udah cocok sama aku, dia gak mau pindah-pindah lagi PICnya and they would want to stay with me	P
70	So like there's this gap yang kemudian dibridging dengan your english skill terus itu jadi connecting kamu dengan client on a deeper level beyond the language barrier.	R

71	Iya, betul	P
72	And then, do you think kamu lebih culturally, dengan kamu bisa bahasa Inggris itu kamu merasa you have two cultures now, karena kamu bisa bahasa Indonesia dan bahasa Inggris? Is that how you feel?	R
73	Yes	P
74	Terus kamu merasa orang yang bisa ngomong b ing juga your client, kalian merasa ada something similar, not only in English tapi secara culture gitu kah?	R
75	I think secara culturenya disini lebih ke misalnya kita baca buku yang sama dan dari sana connects dan jadi dari level client-company jadi kita keeping updates tentang life dan itu hubungannya bukan kerjaan lagi just because I can speak this person's language and mereka understand aku gitu loh	P
76	Oh so not a culture, tapi lebih background similarities?	R
77	Yes, I guess, background similarities. Because we have the same hobbies, our interest	P
78	Oh, I see. Okay, and then what else? Other than straightforwardness, you're able to communicate better because you're communicative.	R
79	Communicative dan apa ya, lebih deket aja gitu because we speak the same language. That's how I feel towards using English. So straightforwardness really helps me, dan karena I can be straightforward in using English, I can understand better dan mereka juga bisa mengerti aku lebih baik, it connects us faster. Hence why it's time-effective. I also feel like it gets me more job because I can speak English	P
80	Oh so that's the benefit? You can get more job?	R
81	Yeah, I think it's more of a benefit. I guess the ability of speaking English, I have one job desc, tapi sekarang bercabang karena aku ditaruh di another division, jadi seolah-olah kerjaku tuh banyak jobdescnya, aku okay sih karena itu untuk menilai performanceku juga, tapi di sisi lain	P

	oh just because you can speak English, people actually needs you	
82	Oh, I see. So you feel like sebenarnya orang-orang they need someone who speaks English dan kamu memenuhi kriteria dan requirements itu jadi dengan Bahasa Inggris kamu bisa memenuhi gap yang tadinya ada, right?	R
83	Yes, didukung juga sama itu tadi skill kita untuk bicara dan analytical skill kita. I think that really helps me a lot	P
84	Jadi memang personality kamu sejak awal itu kamu punya analytical skill yang baik dan itu kepunyaan kamu bisa berbahasa inggris?	R
85	Yes, jadi kamu bisa analyze sesuatu in both languages, deliver in both languages, and kayak probability of you having clients bisa datang dari both languages juga.	P
86	Mm hm. What about mindset?	R
87	Just because I speak English, some people think I'm a liberal	P
88	Are you?	R
89	I don't think I am. I don't consider myself a liberal, but not so much of a conservative as well. I think it's somewhere in between. There are some aspects where I'm still conservative.	P
90	Like what?	R
91	I support English dimasukkan ke kurikulum Indonesia, that's one. Tapi I hate when mereka nurunin itu jadi 2 jam perminggu	P
92	yang aku tangkep adalah you support English, semuanya berbahasa Inggris gitu kah?	R
93	Hmm, I support pemerintah itu kasih akses Bahasa Inggris ke semua sekolah tapi the reality adalah yang tadinya 4 jam perminggu jadi 2 jam perminggu	P
94	And you got this pemikiran ini karena you have discourses	R

	dengan banyak orang yang bicara Bahasa Inggris, so you get more exposures?	
95	Not like that, I feel more like English kayak lebih eksklusif ketika kita bisa ngasih ini free ke a lot of students in Indonesia. I feel like it limits anak-anak untuk bisa explore dan mereka harus bayar untuk hal-hal seperti ini yang sebenarnya bisa dikasih pemerintah	P
96	I see, jadi your critical thinking itu tersupport juga dengan Bahasa Inggris ini right? So you could think deep about those issues karena you have the privilege, you can speak English, jadi your critical thinking juga terakomodasi oleh Bahasa Inggrismu, right?	R
97	Iya, I understand that nationalism is important the way we can speak in Bahasa but aku gak ngerti hubungan memendekkan bahasa Inggris dengan nationalism. For me, secara aplikasi aku merasa mereka gatekeep Bahasa Inggris hanya untuk anak-anak privileges aja. Jadi kayak gak semua orang punya kesempatan kerja yang sama, that's how I feel	P
98	And other than that, your critical thinking ada yang relates lagi kah dengan kamu sebagai English speaker?	R
99	When you are able to speak in english your discussion partners aren't only Indonesians, and when you're exposed to other people from other countries yang punya laws and regulations, agama, kepercayaan yang berbeda, kamu mempunyai banyak teman diskusi karena kamu bisa speak the same language dan pikiranmu lebih terbuka. " Oh ternyata, my religion isn't the only religion, " etc, kamu bisa berkomunikasi, saling mengerti, diskusi, kamu ke expose dengan hal-hal baru yang ternyata di luar ada laws tentang abortion atau apa, kamu jadi lebih bisa berpikir bukan tentang kamu aja, karena I guess a lot of our people only think about themselves. Mereka tidak memikirkan konsekuensi atau mikirin kenapa hal ini dan itu terjadi, as simple as we can speak in English dan lebih bisa ngomong sama orang di luar Indonesia, our mindset jadi lebih terbuka. Gak yang konservatif tapi menyalahkan orang lain dan saklek dengan mindsetnya sendiri.	P

100	Kamu ngerasa by being able to speak in English dan kamu punya critical thinking, itu kemudian membawa kamu menjadi seseorang yang lebih tolerant?	R
101	Yes, tolerant and aware of what is happening in the world	P
102	Okay, apakah kamu merasa jadi non judgmental juga karena kamu sudah melihat humans memiliki variasi yang banyak? Do you feel like you're the non judgmental one here?	R
103	I feel like my non judgmental level itu turun banget setelah aku ke expose ke kultur luar, orang-orang luar, ya semua orang itu beda dan patut dihargai dan kita harus toleransi satu sama lain	P
104	I see, so you don't feel kayak " Punyaku yang benar dan dia yang salah, " lebih ke yaudah kita beda aja	R
105	I guess, this for me, kan yang namanya benar atau salah itu bisa kita track back ke our culture and our belief system. Nggak semuanya benar di our culture yang salah di culture orang lain, I feel like I have some moral dilemma. But everything goes back to your beliefs, kalian ethics and moralnya seperti apa?	P
106	A lot of things yang critical thinking can do ya. Okay, any other personalities that you want to disclose? Like you have intrinsic motivation to learn or like you're highly motivated.	R
107	I'm actually a workaholic, sometimes I do realize I work too much. I feel like work is my escapism	P
108	Kamu merasa gak kamu highly motivated?	R
109	Oh, I'm actually still eager to learn, in fact. I'm actually gonna apply to this short business course a few months from now, because I want to learn business and marketing.	P
110	Does you being highly motivated itu ngaruh dengan ketika kamu mau belajar Bahasa Inggris dulu?	R
111	Yes, because you have this target, you have this goal, dan kayak you know how to get there. You motivate yourself, goalnya misalnya udah sebentar lagi tercapai dan itu dibawa	P

	sampai sekarang aku sudah kerja	
112	And when you learned english back then apakah kamu set goals untuk your English skill? Kayak misal bulan ini aku udah harus bisa berapa vocabularies, and stuff. Do you set goals and targets like that because you're highly motivated to learn?	R
113	Yes	P
114	What did you do back then?	R
115	So like I used to have this book reading challenge, misalnya kayak I read 40 books or something, English books. And kalo misalnya baca aku gatau artinya apa, vocabnya aku stabiloin dan aku tulis artinya apa. Jadi it's not hard for me to learn new vocabularies atau kayak tata cara penulisan. Karena kayak gothic literature dan romantic literature, tata caranya beda kan. Jadi aku ke expose ke vocab baru atau tata cara tulis baru cuman dengan cara yang aku suka yaitu misalnya baca buku atau challenging myself, tahun ini 20 buku, tahun depan 30 buku, tahun depannya lagi 40 buku	P
116	And do you think--- bahwa kamu mempunyai personality yang highly motivated to learn dan punya intrinsic motivation yang kuat untuk bisa bahasa inggris itu apakah didasari kamu sendiri yg seperti itu atau ada dorongan dari your family or school?	R
117	Kalo buat itu semuanya internal sih, aku sama sekali gak termotivasi external, to be honest. Jadi dari diriku ya pengen aja, that's why I do it	P
118	Okay, that's great. Previously you also said that between school and home institution both plays 50% plays apart, and the other 50% plays apart. Right?	R
119	Yes	P
120	Oh, have you ever went to a cram school before?	R
121	Pernah, tapi cuma buat IELTS waktu itu. Jadi cuma 2 minggu	P

122	When was that?	R
123	Selesai SMA	P
124	So was that for your university entrance examination? Or what?	R
125	Yes for that, so it was an intensive class for IELTS	P
126	And do you think it plays a big role or itu biasa aja kayak yaudah cram school and you're just doing your routine? Or does that plays apart in your english speaker's identity like how home and school institution did to you?	R
127	To be honest, for me, it was just another day of learning English. Aku kesana karena aku cuma pengen tau aja les bahasa Inggris untuk IELTS itu seperti apa tips and trick on how to do it. Jadi lebih ke tips and tricknya yang aku tangkep, kalo untuk Bahasa Inggrisnya, I already knew	P
128	Can you elaborate more?	R
129	It was my first experience with IELTS, because I've always been used to TOEFL only. Jadi kayak actually kebagi beberapa section, everything was fast paced, and I learned about the time management while doing IELTS and how to write a better essay. Cuman kayak misalnya vocab atau verb, itu aku udah gak dalamin karena aku udah tau. Jadi aku fokus ke how to write better essay aja	P
130	Oh, I see. Jadi itu tidak membentuk your identity ya, it doesn't play apart	R
131	Iya, sadly it's just another day aja. Mungkin it plays apart in another person's identity, but it was not me	P

