CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the results and discussions of the findings, home and school community shaped the imagined identity of both participants in different ways. The summary of the findings were visualized as followed.
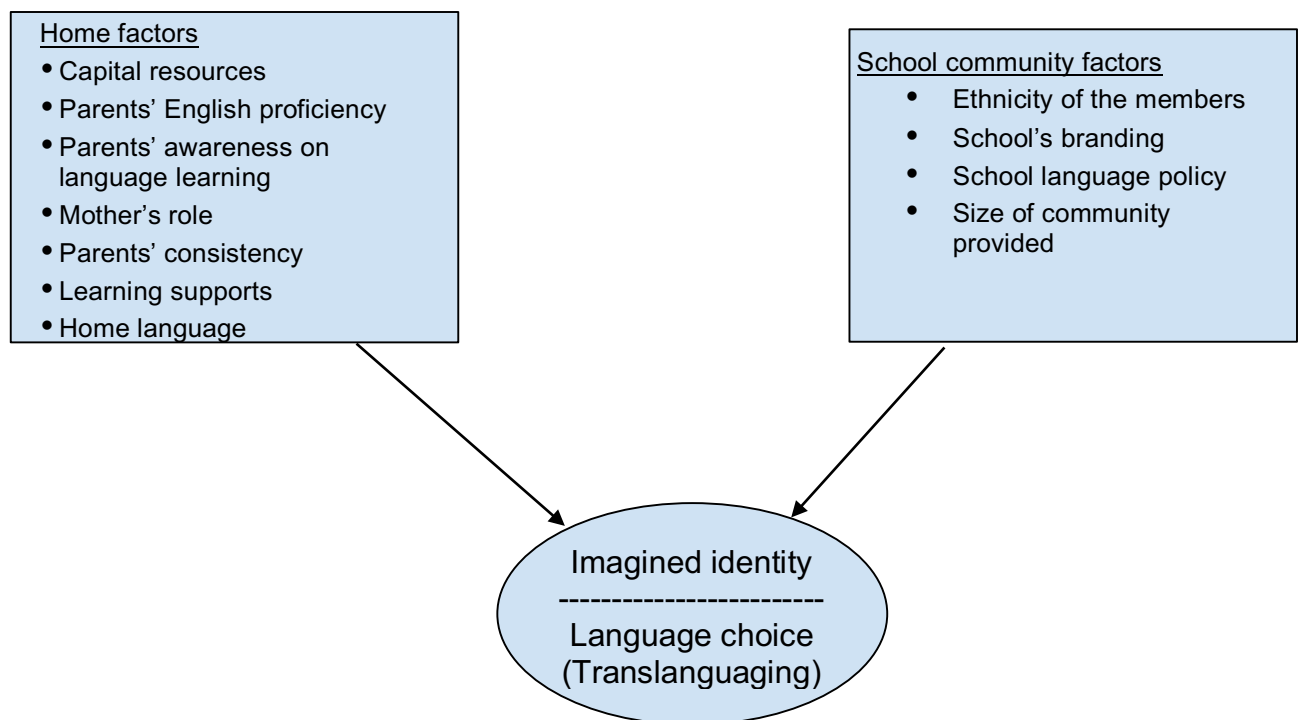

Figure 2. Summary of the findings

The fact that both participants managed to be English-Indonesian bilinguals was firstly because of parents' awareness over the importance of learning English as future investment. The mothers, in this case, were the agent who actively influenced English learning for the participants, especially during the early stage of their learning process. Mothers' idea of envisioning their children being bilingual would not succeed without the idea of non-OPOL strategies to provide supports. The ability of providing the participants with English learning supports both inside (e.g, TV channels, books, and the internet connection) and outside (e.g., courses) the house was made possible because of capital resources available. As the parents had not fear against bilingualism

(Beardsmore, 2001), they were willing to invest in Ken's and Sella English learning process. Thus, there was high acceptance over translanguaging as it was seen as an attempt to practice English.

The reason why Ken and Sella were not losing the identity as Indonesian during the process of English acquisition might be due to the inconsistency of language from the parents. The unsuccessful attempt of the mothers of Ken and Sella to make an English-speaking environment at home was because the language used between mother and fathers was, in fact, Indonesian. Therefore, using Indonesian in the household was highly acceptable. The notion of 'children see, children do' goes along with the concept from Dixon et al. (2012): parents' attitude towards language will be adapted by the children. Moreover, the different level of English proficiency between mothers and fathers of the participants made it impossible for the parents to use English as home language for communication. Also, seeing the fact that one side of the parents were reluctant to use English, Ken and Sella, along with their siblings, created the same view of not using English at home. With using Indonesian as a language means of communication while imposing English learning to Ken and Sella, parents, especially mothers, have created participants identity as additive bilinguals.

Their learning English has shaped Ken's and Sella' imagined identity as global citizens. When they were still in high school, both of them agreed that English would help them for their future learning in university as the participants were aiming to study in foreign country. Regardless of the country destination they would be studying, English was the main key for education in foreign countries. As identity is fluid, it was predicted that Ken and Sella might see themselves as international students who speak other languages than English and Indonesian. Now--at the time this thesis was written-- that they are studying as international students in foreign countries, their global citizenship has been more confirmed.

Another factor that helped Ken and Sella to maintain their identities as Indonesian was partially influenced by the school community they were in. Since the school used national curriculum, the level of Indonesian maintenance was high since Indonesian became the medium of instruction at school. Ken and Sella were demanded to have high proficiency of Indonesian in order

to cope with the lessons. In addition, the demographic of the school's community members put a heavy emphasis on using Indonesian as the language of communication. As different ethnic groups spoke different ethnic language, the school community required both Ken and Sella to use Indonesian to express themselves. Inline with Dixon et al.'s (2008) view saying that ethnic language seen as important would be used the most, Indonesian was the language that was favored by the community knowing the fact that people would be able to speak it well.

While maintaining the Indonesian identity, the school managed to provide Ken and Sella a space to be English speakers. The English language practices at school help the participants to excel their English. Even though the high school Ken and Sella went to used Indonesian curriculum, the school did not limit the community members to use only Indonesian for communicating with others. Other than that, there was an impression that English was seen as an exclusive language due to the fact that the school held an English competition which was aimed by junior high school students; once they won the prize, the students were eligible for admitting to the school without the regular entrance test. Moreover, there were more students who were English-Indonesian bilinguals in the school community as the school had the reputation of being the popular school in town with the majority of students coming from middle-upper class families. With the availability of English users community at school, Ken and Sella had their chances of using more English with their peers, something that they could not do at home.

At last, the concept and practices of translanguaging were accepted by Ken and Sella. The fact that not everyone around them had their level of English proficiency made Ken and Sella adjust their English to the people they talked to. As they did not receive any negative comments, especially from the parents, they got used to incorporate Indonesian words into their English sentences and possibly vice versa. Therefore, Ken and Sella managed to keep both their Indonesian and English identity.

Recommendations

Further studies on the influence of Indonesian acquisition to English are suggested. There has been a mixed perception on parents on English-Indonesian bilingual concepts. Indonesian is often seen as less important language by the speakers who live in the home country. Holding the view on L1 as a support for learning L2, it would be fruitful to know the impact of learning Indonesian to English proficiency. Observing the imagined identity of second or further generation of Indonesian living in other countries would also be worth researching.

In addition, investigating the bilingual practices and the shaping of imagined identity among students of younger age would be worth conducting as schools that have used English as a medium of instruction have emerged and flourished in Indonesia during the past two decades. Such a study might yield different findings and shed some light on bilingualism and translanguaging.

The phenomenon of translanguaging could be observed as well. There has not been enough research to observe the translanguaging between English and Indonesian for the time being. It has become a common scene in Indonesia to see people mixing and switching between Indonesian and English in daily communication.

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