

**HOME AND COMMUNITY FACTORS
AFFECTING IMAGINED IDENTITIES OF
INDONESIAN-ENGLISH BILINGUAL ADOLESCENTS**

A THESIS



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**ENGLISH EDUCATION STUDY PROGRAM
GRADUATE SCHOOL
WIDYA MANDALA CATHOLIC UNIVERSITY
SURABAYA
2019**

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Presented to Widya Mandala Catholic University Surabaya
in partial fulfillment of the requirement for
the Degree of
Master in Teaching English as a Foreign Language



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2019**

APPROVAL SHEET

(I)

This thesis entitled **Home and Community Factors Affecting Imagined Identities of Indonesian-English Bilingual Adolescents** conducted and submitted by Benita (8212716001) has been approved and accepted as a partial fulfillment of the requirement for Master Education Degree in Teaching English as a Foreign Language by the following advisor:



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APPROVAL SHEET

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STATEMENT OF AUTHENTICITY

I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others dishonestly, and that all the cited works were quoted in accordance with the ethical code of academic writing.

I also declare that I agree to submit my thesis entitled “**Home and Community Factors Affecting Imagined Identities of Indonesian-English Bilingual Adolescents**” to Widya Mandala Catholic University library and fully understand that it will be made via internet and other uses of online media.

Surabaya, 22-04-2019



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TABLE OF CONTENTS

APPROVAL SHEET (I)	ii
APPROVAL SHEET (II)	iii
STATEMENT OF AUTHENTICITY	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vi
LIST OF FIGURES	viii
LIST OF TABLES	ix
ABSTRACT	x
CHAPTER 1 INTRODUCTION	
Background of the study	1
Statement of the problem	2
Theoretical framework	2
Significance of the study	3
Scope and limitation	4
Definition of key terms	4
CHAPTER 2 LITERATURE REVIEW	
Relevant theories	
Bilingualism	6
Identity and language learning	10
Ethnic language in relation to identity	12
Home factors and ethnic language acquisition	12
Family language policy	14
Community factors	16
Translanguaging	17
Previous studies	18

CHAPTER 3 METHOD

Research method and design	21
Participants	22
Instrument for data collection	22
Data source, data, and unit of analysis	23
Data collection procedure	23
Data analysis procedure	24

CHAPTER 4 RESULTS AND DISCUSSIONS

Results	
How do home factors affect imagined identity?	25
How do school factors affect imagined identity?	35
Discussions	
Home factors and imagined identity on Ken and Sella	42
School factors and imagined identity on Ken and Sella	51

CHAPTER 5 CONCLUSION

Conclusion	58
Recommendation	61

REFERENCES 62

APPENDICES 64

LIST OF FIGURES

Figure 1. Research design

Figure 2. Summary of the findings

LIST OF TABLES

Table 1. Interview and questionnaire timetable

Table 2. Peer questionnaire questions

Table 3. Ken's questionnaire responses

Table 4. Sella's questionnaire responses

ABSTRACT

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With the rising awareness over the value of English, many parents in Indonesian are trying to raise their children as English speakers by all means, which may include renouncing Indonesian affecting the children's identity as Indonesian. Home and community are said to be the contributing factors affecting person's identity. This study aimed to investigate the imagined identity of two Indonesian-English bilingual adolescents in senior high school level. Home and school community were interrelated in helping participants maintaining both their Indonesian and English. Parents' view towards English and socioeconomic status were the two factors enabling the participants to learn English since the early childhood. School community helped their practice using English with peers. They managed to maintain their identity as Indonesian during the English learning process since it was the home language and the school's medium of construction. Retainment of both identities brought the impact of translanguaging.