

A BORDERLAND DISCOURSE ANALYSIS ON ENGLISH LANGUAGE STUDENTS AND GRADUATES TEACHING BIPA

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<https://doi.org/10.24071/ijiet.v4i1.2109>

received 24 September 2019; accepted 29 November 2019

Abstract

Teachers' identity formation and tension in their working place have been the concern of many researchers and experts. However, the concern focuses only on the novice teachers who teach in the same subject as they are assigned to be. There is no sufficient research on identity tension which is faced specifically. This paper aims to find out the identity tension experienced by English language graduates teaching BIPA (Indonesian as a Foreign Language). This study employed a case study in order to generate a new understanding of this phenomena more deeply. Interview guideline with a semi-structured type of interview became the main instrument in this study. The participants of this study were five active Indonesian as foreign language teachers of Lembaga Bahasa Universitas Sanata Dharma. The study found out that teachers' situatedness* became the main issue that influences teachers' identity, compared to teachers' multifaceted nature and their college. This study shows that, although the participants have been teaching for more than two years, or more, they mostly considered themselves still as English teachers.

Keywords: Borderland discourse, identity formation, Indonesian for foreign language

Introduction

English students and graduates, especially from teacher training faculty, are commonly expected to teach English both in formal and informal school. However, some students and graduates choose not to teach English. In this study, I will specifically discuss English students and graduates from Indonesia who choose to teach BIPA (Bahasa Indonesia untuk Penutur Asing/Indonesian Language as a Foreign Language). This shift is actually shaped by the belief that most of the foreign learners are "bule (Indonesian way to call foreigners)" and able to speak English so that teachers must have English proficiency to be able to teach and communicate with those students. Indonesian Language students and graduates somehow feel afraid to teach the Indonesian Language as a Foreign Language, therefore, English students and graduates take the chance.

However, being able to speak Indonesian does not mean that they are able to teach Indonesian. Some English students and graduates take it for granted. They

jump to the field without considering the differences between teaching English and Indonesian teaching and learning process. Therefore, they may experience the gap between what they expect and what they face in the field which may also create tension in their identity formation especially because they are not prepared to be in this environment. It is understood since “teachers, both experienced and beginning teachers, are not always able to combine the realities of school practice with the way they perceive themselves as a teacher” (Van Rijswijk, Akkerman, & Koster, 2013, p.43) and their expectation related to the adaptation of their workplace and identity formation. Considering this fact, teachers need to have the ability to think critically about the content and context of their own learning in teacher education, making pedagogical connections between how the ways one teaches and learns (Segall, 2002, p.74) in their new working place. This ability is necessary since teachers might have lots of problems that influence them as individuals personally and professionally.

It is common that teachers face identity tension in their new environment. This phenomenon occurs since teachers have to deal with many factors both from inside and outside of themselves (Varghese, Morgan, Johnston, & Johnson, 2005; Butler, 2005; Beijaard, Meijer & Verloop, 2004). Thus, teachers need to integrate their personal self and professional self with the cultural, social and even political context around their working place (Varghese, Morgan, Johnston, & Johnson, 2005; Butler, 2005). Additionally, Beijaard, Meijer & Verloop (2004) consider that they need have a “process of practice knowledge-building” which is also done by an ongoing integration of what someone's belief with a collective belief which is relevant to teaching (p. 123). This process is active and it includes creation and recreation process (Gee, 2000; Britzman, 2003). Further, this process is also related to “the cognitive, the emotional, the bodily, and the creative” of the students or teachers (Alsup, 2006, p.14). Indeed, many people would consider this process as problematic, chaotic, multifaceted, unsteady, flowing, contextualized, transformational and transformative (Alsup, 2008; Varghese, Morgan, Johnston & Johnson, 2005).

Beginning teachers are the ones who normally face the teacher identity tension. It has been the concern of many researchers and expert and there is a lot of research related to the identity tension of the novice teachers. Unfortunately, those researches do not really help the next beginning teachers to face what they will experience in the working place (Rogers & Babinski, 2002). It becomes worse since there is also a fact that teachers or lecturers at the university level do not really prepare their students with the reality that students will face. Robert and Bullough (1987) note that this condition makes beginning teachers become inconsistent and they even do contradictory to their own initial belief both in pedagogy, goal, and expectation.

Specifically, this identity tension happens on several students and graduates from the English Language Education of Sanata Dharma University especially those who work as Indonesian for Foreigner instructors at Lembaga Bahasa (Language Institute) Sanata Dharma University instead of becoming English teachers as they are trained and expected to be. A shifting paradigm, belief, and identity might happen to them in this case since they face a very different context

both in class settings, language masteries, students and the approaches. The identity construction most likely happens since they face a completely different environment and context from college context to the working situation context and later on to Indonesian for foreigner context.

This study focuses on the factors that influence teachers' identity construction identity formation (Varghese, Morgan, Johnston, & Johnson, 2005; Xu, 2012; Zembylas, 2003) and the construction process of teachers' identity by employing Alsup's (2006) borderland discourse theory. The borderland discourse is used in this study since it focuses not only on "learning content, pedagogical technique, or research strategies for reflecting on practice" but it focuses also on "how to honor personal beliefs, life choices, and experiences that have value and meaning while enacting elements of the professional identity that society demands" (Alsup, 2006, p.126). Further, by understanding teacher identities using borderland discourse, it can lead to the analysis on how teachers build the images that they use to reflect on their personal teaching practices (George, Mohammed, & Quamina-Aiyejina, 2003). Further, the current state of the participants' identity and condition will be also depicted using the metaphors that they are using for picturing their life stage at their working place. This study addresses two research questions:

1. What factors influence the English Language Study Program students and graduates' teacher identity as Indonesian for foreign language teachers?
2. What is the identity that they construct during these processes?

Literature Review

Teacher's Identity

Identity is the unique set of characteristics associated with a particular individual relative to the perceptions and characteristics of others (Pennington, 2015). It can be described as the sense of a person's self-image and self-awareness as may be captured in the stories which the person tells about her/himself and also as this is projected to and understood by others (Richards, 2015b). Many researchers believe that identity is also related to the concept of 'good' and 'proper' or 'appropriate' behavior which can define someone's place in society (Pennington & Richards, 2016). It means that someone is actually required to negotiate their position and identity in different contexts which may also cause "struggle in relation to the roles and positioning of others" (Varghese et al., 2005).

Zembylas (2003) defines teacher identity as a teacher's personal viewpoint on their professional role, responsibility, and performance. Similarly, Varghese, Morgan, Johnston, and Johnson (2005) see the teacher identity as a combination of the individual and psychological matter since it is related to self-image and other images of a teacher. Further, the teacher identity is also related to their emotions, understanding of, beliefs about and attitudes to teaching and learning, and knowledge and skills in teaching practice (Xu, 2012). Pillen, Brok, & Beijaard (2013) add that the teachers' professional identity is an unstable product which means it is always actively changing and it will never stop. Thus, analyzing teachers' identity allows the researcher to focus on the "complex, situated, and

fluid attributes” of teachers which influence teachers’ teaching practice (Sexton, 2006, p. 75).

Factors Affecting Teacher Identity

There are several factors that influence teacher identity. First, it is the multidimensional or “multifaceted nature” (Tsui, 2007) of teacher identities. It is specifically related to gender, cultural background, and linguistic identities (Xu, 2012). In addition, their beliefs and value systems also influence teachers’ conceptions and practical theories in classroom teaching as well as their instructional strategies and performance in the classroom (Cheng et al., 2009).

Second, it is the teachers’ situatedness*. Expected role in the working place and the competence are the main focus of this issue (Le Ha & Van Que, 2006). Beginning teachers respond to the changing of their environment and professional roles and the pressures between the individual and their context (Billot & King, 2015). In addition, some studies also reveal that NNEST teacher identities are affected by credibility issue which is related to their linguistic competence, students’ perception of their competence and others’ perceptions of their non-nativeness (Li, 2007; Liu, 1999; Liang, 2002; Moussu, 2002; Samimy & Brutt-Griffler, 1999 as cited in Zacharias, 2010).

Third, it is the teachers’ colleagues. Teacher’s identity formation is constructed not by the teachers themselves but also by others (Danielewicz, 2001). In other words, teacher identities are co-constructed and the process of co-construction by the teachers themselves and others are not always in accordance with one another. Sometimes, contacts with new people and experiences may create what could be called ‘identity stress’ or even an ‘identity crisis’, in which a person feels unsure about her/his identity and questions who she/he is (Pennington & Richards, 2016).

Borderland Discourse

Borderland discourse is strongly related to the notion of teachers’ identity and the environment around it. It is related to the cognitive, emotional, and psychological aspects of novice teachers (Alsup, 2006). This integration is vital for novice teachers since they have to negotiate their positions and ideologies with the new environment while they have to also build their professional selves. It is Alsup’s (2006, p. 9) who considers this process as a way of learning “a new set of rules for behavior”. In her study, he found that students have a problem related to this professional identity when they did not completely disclaim their own discourses and when they accepted some of the new discourses of the educational community they were joining as novice teachers. At this moment, they realized that they have changed their belief and they became teachers without giving up themselves since they found their “teacher within” (Palmer, 1998). Through borderland discourse, the evidence of the contact between the personal and professional matters which can actually lead someone to the integration of those two completely different matters can be seen (Alsup, 2006).

There are two factors influencing teachers’ identity formation in Alsup’s borderland discourse. They are stereotype and social status which are

interchangeable to each other. A study by Weber and Mitchell (1995) as cited in Alsup (2006) shows that many people have stereotypical markers for teachers. This stereotype might lead to a misunderstanding since teachers might think that they should do what society believes. The situation might be problematic for teachers. Thus, Alsup (2006) suggest that in order to face frustration, tension, and relinquishment of the profession, teachers must create an identity space for themselves.

By applying borderland discourse analysis, the researcher will be able to have further discussion and enhance the meta-awareness of the novice teachers integrated and holistic selves' development (Alsup, 2006). Further, the borderlanddiscourse might help teacher educator to develop a program or method to address any issues related to identity formation in education courses. It can be done since the participants are able to share their very personal parts of their lives that they believe important in their "personal and professional identities and reflected onthe progression of their teacher lives" (Alsup, 2006, p. 11).

Method

This study employed the qualitative method in order to collect and analyze richer data. Specifically, I used a case study approach to get in-depth information related to the identity formation and borderland discourse. By focusing on PBI students and graduates, as one unit, who become BIPA teachers, the researcher focuses ib acquiring "detailed description and understanding of the entity" (Ary, Jacobs, Sorensen, Razavieh, 2010, p. 29). Through a deep analysis of the participants' stories, this study is expected to give a brief explanation of the participants' experience and feeling regarded to their job.

To get the data, I interviewed five active teachers, randomly, who graduate from English language education study program of Sanata Dharma University or still become students and have taught Indonesian for foreign language at least twoyears at the Language Institute as the participants of this study. They are:

Code Name	Sex	Experience	Student/Graduate
EH	Female	2 years	Student
GN	Male	2 years	Student
AT	Female	5 years	Graduate
SN	Female	4 years	Graduate
KA	Female	5 years	Graduate

EH was a quite new teacher. She had been learning for two years. She was still studying at the English Language Education Study Program and at the same time working as an Indonesian instructor at the Language Institute. She was still considered as one of the youngest and the most recent members of the teachers. GN was on the same batch as EH. He was still studying at the English Language Education Study Program. Both of them had experienced teaching practice at the school.

AT was recently joining again the Language Institute after working for two years in different sectors. However, she had been teaching for 5 years. She was both an Indonesian and English teacher at the Language Institute but most of the time she taught Indonesian. Similarly, KN was also not teaching one subject. KN taught Indonesian, English, and Korean. She was a very experienced Indonesian teacher since she has been teaching Indonesian for five years in a row. She just graduated from Linguistics study program for her master's degree. Therefore, I considered her master Indonesian materials well. The last was SN. She was the best graduate from English Language Education Study Program but she chose to teach Indonesian since she was in semester 5. She only focused on teaching Indonesian and she was the coordinator for academic affair especially related to the materials taught to students. It means she dealt a lot with Indonesian materials and had to learn a lot since she was responsible for it.

They all have experienced both teaching Indonesia and English both in traditional classes and/or private course. Most teachers are female therefore the number of participants in this study is mostly women. The interviews were done in English in order to get maintain the data validity by reducing the bias possibilities in the translation processes.

The interview used an interview guideline which consists of eight open-ended questions. The questions are based on the theory of factors that construct identity (Varghese et al., 2005; Xu, 2012; Zembylas, 2003) and borderland discourse (Alsup, 2006). The interviews were a semi-structured interview, in which the questions were actually have been formulated but also modified during the interview process based on the interviewee's answers. Basically, the questions were designed to reveal what is important to understand related to the phenomenon under study (Ary, Jacobs, Sorensen, Razavieh, 2010, p. 438). Some questions asked to the participants were "Why do you choose this profession?" which revealed the participants' story and reasons or factors related to their decision of becoming Indonesian instructors (Li, 2007; Liu, 1999; Liang, 2002; Moussu, 2002; Samimy & Brutt-Griffler, 1999 as cited in Zacharias, 2010), and "What are the changes that you feel from an expected English teacher to become an Indonesian teacher?" which revealed the participants' experiences in their working place which influenced their identity which analyzed employing the theories of Alsup (2006) combined and compared to Li's (2007), Liu's (1999), Liang's (2002), Moussu's (2002), Samimy & Brutt-Griffler's (1999) findings related to teachers' identity formation.

The researcher interviewed all participants then transcribed it. After all of the interviews were transcribed, I analyzed the data based on Moustakas' (1994) and Creswell's (2007) data analysis technique. It included analyzing the data in a natural validation of research data without considering my perception (*epoche*), familiarizing and organizing the data, coding and reducing data, synthesizing the data and later validating the processed data by giving back the data to the participants in order to check the validity and their agreements about all of the statements included in the data. Then, the researcher revised and rechecked the revised data to the participants while at the same time, asked the participants to check it.

Findings and Discussion

Factors Influencing the Teachers' Identity

There are several factors influencing teachers' identity based on data analysis. The data found were divided into three big issues. They are multifaceted nature of teachers' identity, teachers' situatedness* and colleagues. The occurrences of the factors which were mentioned by participants are listed below:

Table 1. The Factors Influencing Participants' Identity

Factors	SN	EH	KA	GN	AT	Total	Percentage
FM	2	3	7	3	1	16	36%
FS	2	3	4	7	5	21	47%
FC	1	2	2	1	2	8	17%

Note

FM : Multifaceted nature of teachers' identity

FS : Teachers' situatedness*

FC : Colleagues

The data show that the teachers' situatedness* plays a vital role in constructing teachers' identity. Most of the participants in this study mentioned that the expectation given by people to them as Indonesian teachers pushed them to follow and adapt themselves to it. It is especially related to the expected role in the working place and the competence they should have. Here is the complete discussion of factors affecting teachers' identity in this study:

Multifaceted Nature of Teachers' Identity

The multifaceted nature of teacher's identity is related to gender, cultural background, beliefs, value systems and linguistic identities (Xu, 2012; Cheng et al., 2009, p. 319). In this study, linguistic identity and culture have a big role in constructing teachers' identity. The linguistics identity in this study is mostly related to Indonesian language mastery. The participants mostly have the problem in this case since Indonesian is not the main subject they learn although they are Indonesian. Specifically, it can be observed in SN's explanation:

“... the major (job description in this institution) is teaching Indonesia to foreigners though I learn Indonesian it's about some years ago like I mean some years ago since I was in the senior high school. And then, during the bachelor degree, I don't learn it (SN 3).”

SN's description can illustrate the struggles faced by all participants who have no Indonesian for foreign language teachers' background. Lack of Indonesian knowledge and mastery become the biggest issue they face related to their job as Indonesian for foreign language teachers (KA 3; GN 10; AT 7, 9; and EH 4).

Realizing this situation, most participants tried to learn Indonesian from the beginning as KA mentioned below:

“(I felt it was) very hard (when I first taught Indonesia), because many people think that Indonesian is so easy because Indonesian is our native language, but after teaching Indonesia, Indonesia is so, so hard, I have to learn so many things and I found that the things that I believe before is not right (KA 2)”

It shows that the participant knew that she needed to change by learning again Indonesian although it is her own language since she realized how hard Indonesian grammar is. This reflection led the participants, not only KA, to learn more about Indonesian grammar – since they believe that they need to master it in order to show their teaching capability. Even, AT mentioned that she often pretended as a student in order to prepare for any students’ question related to Indonesian grammar (AT 13).

In addition, the participants’ culture as an Indonesian affects their identity and, at the same time, they are also affected by their interaction with students who have a very different culture. The participants, Indonesians who rarely speak directly what they want, have to face students who are straightforward (AT 4; SN 4). They mentioned that they were quite shocked knowing that students were very straightforward especially when they did not like the teacher or the way teacher teaches. At this point, their identity as Indonesian who rarely speak directly or indirectly changed. They realize that they need to face this condition and they adapt themselves to a very different environment in class every day.

In summary, the needs to master Indonesian, especially the structure or grammar, and the adaptation to different cultures lead the participants to construct their identities. They realize that since it is their profession, they have to really master Indonesian. Further, they have to also adapt themselves as teachers who are open to differences. It is in accordance with the fact that teachers have the multifaceted nature of teacher identities (Tsui, 2007) which is related to cultural background and linguistic identities (Xu, 2012).

Teachers’ Situatedness

This issue was mostly mentioned by the participants as they have to face the expected role, competence (Le Ha & Van Que, 2006) and stereotype as Indonesian for foreign language teachers (Alsup, 2006) which is different with what they are prepared to be. Thus, they have to respond to the changing of their environment and professional roles and the pressures between the individual and their context. This issue is actually also connected to the first issue especially related to materials mastery. EH mentioned,

“I felt like I didn’t have much knowledge on the Indonesian language then I saw that my colleagues have so much knowledge on linguistics and teaching method so *ya*, it made me, like, less confident about myself (EH 11).”

As teachers, no matter what their background is, they believe that they have to become a credential source for their students in their class. Thus, the participants

had to learn Indonesian materials in order to meet the expectation as an Indonesian teacher otherwise they will feel less confident and less capable in teaching.

Further, the participants have to also adjust the situation whereas there are only one until seven students in the class since the course offered in the Language Institute is mostly private course. It means that participants have to maintain a good relationship with students in order to conduct a good teaching and learning situation in the class. SN says,

“(Previously) we mostly teach students in a group, like in the class there will be around 30 to 45 students, but the major of the class here is private classes, so I have to learn how to teach in a private class... basically, I enjoy it more because it is easier to handle students, and because most the students here are on the same age as me thus we mostly engage in discussion (SN 6, 7).”

As SN has mentioned, this class setting makes the participants have to learn, not only the materials but also how to deal with their students who have very different culture and characteristics (EH 7; KA 6; GN 7; AT 3, 4). One of the ways to maintain a good relationship is by having lots of discussions in the class. AT and KA even mentioned that they had to really identify their students through fully in order to adjust their teaching style and technique for teaching students by having many intense discussions with their students (KA 11, AT 2,3).

It can be concluded that the participants are directly and indirectly demanded to be open to all to their students in order to create good relationships with their students. GN who has taught for about two years mentioned,

I never have interaction with foreigners before, so I feel like a clumsy. When there is a student, usually I just say *Selamat pagi*, for now I am more confident to talk more about something, when I communicate in the culture class I have more experience and can talk more and know what to talk usually I don't know what to talk because I don't know whether they understand or not (GN 11).

GN's utterances show that the inside and outside class setting changed him especially in the way he interacted with his students. He, who has difficulty in having conversations with others, realized that he had to be more open. As a result, he now could interact with his students better.

In summary, the materials mastery, class setting, and the students' culture and characteristics contribute so much in the participants' process of constructing their identity. This teachers' situatedness*, indeed, contribute much in developing teachers' professional identity since it is related to teachers' expected role, competence, and stereotype that contribute to participants' identity.

Colleagues

Teacher identities are co-constructed in the same time as they have contacts with new people and experiences which may make someone unsure about her/his identity and questions who she/he is (Danielewicz, 2001; Pennington & Richards, 2016). Undeniably, this issue also influences the participants' identity. It can be observed by the utterances mentioned by EH,

“I felt like I didn't have much knowledge on the Indonesian language then I saw that my colleagues have so much knowledge on linguistics and teaching method so *ya*, it made me, like, less confident about myself (EH 11).

The utterances show that the participant did care about her colleague's standard. She even compared herself to her colleagues. However, from this comparison, she reflected that she needed to learn more about the materials she will teach. Further, GN also indicated the same thing. However, it was mostly related to teaching attitudes. He mentioned, “Personally, I haven't changed but as educators and teachers I have changed. (GN 6).” Two statements from these participants indicate that they learn from their colleagues who are their senior. They tried to compare themselves to their colleagues and come to the conclusion that they need to learn since they have not become teachers as they should be.

Additionally, not only did colleagues influence the participants' identity but their friends and significant others also influenced their identity. This influence was in the form of support and even doubt. It is quite interesting especially when all of the participants said that their friends questioned their decision to become Indonesian for foreign language teachers. One of the participants mentions:

“They ask me why you teach Indonesian. And then sometimes they say like, where is your English, “*Inggrismu nendi e?*” Okay, I don't care because English, I mean that, it is good to learn English but it is not the only thing you have to learn for getting your future, so my English here (KA 4).”

The statements above show that many people question the participant's decision to become Indonesian for foreign language teachers since the participants were from the English Language department. Their friends might feel that the participants' English competence will be useless since the participants might do not really use their English but for communication. However, KA denied those hesitations by proving that becoming an Indonesian teacher gave her more values as a professional teacher and it also gave her more job opportunities to become Indonesian writer and editor (KA 8, 10). On the other hand, participants also mentioned that their family also questioned their decision but their family, actually, also supported their decision although it was not in line with what they learned in the colleagues (EM 22, GN 3).

In summary, participants' colleagues and significant others have significant impacts on the construction of the participants' professional identity. Doubt and support can be encouragements for the participants to prove that they are good at

their profession and they do not regret it. Further, this issue is also related to multifaceted nature and teachers' situatedness* especially related to language mastery and teaching attitude.

Although teachers' situatedness* was mostly mentioned by the participants since it is related to the expected roles of teachers that the participants always face, it is undeniable that other factors such as multifaceted nature of teachers and the participants' colleges also have significant impacts on the participants' teachers' professional identity.

Teachers' Identity

The Current State of Their Identity

This section will discuss the participants' current identity by analyzing their statements using Borderland discourse analysis (Alsup, 2006). According to Alsup (2006), analyzing the discourse using Borderland discourse analysis means a researcher could connect cognitive, emotional, and psychological aspects of teachers (Alsup, 2006) in their positions and ideologies with the new environment while they have to also build their professional selves. In short, the researcher learns how teachers adapt to "a new set of rules for behavior" in their working place which can also lead to the identification of teachers' identity.

To find out the participants' current identity based on their statement, here is the summary of their considered identities of the five participants:

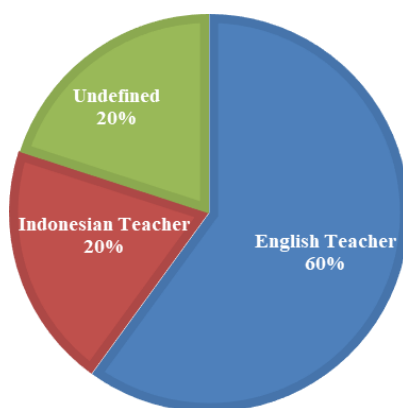


Figure 1. Participants' Current Identity

Figure 1 shows that most of the participants (AT, EH and GN) considered themselves as English teachers although they have been teaching Indonesian for more than two years, even AT is already teaching for 5 years. Based on the interview, they believed that they were still English teachers since they were more comfortable in teaching English. Here are their statements:

“... I want to be an English teacher because I am an English language education student. That's my job. Teaching Indonesia is I think more to get teaching experience and ... to have interaction and experience with

foreigners and experience in the working world. But, Teaching English is more than that. I want to be able to speak English also, I want to learn English also and I want to teach Indonesian people because when we teach Indonesian people, we can give a contribution to the nation and we can make our brothers and sisters more skillful (GN 12).”

“Well, it is very hard (to decide whether I am as an English teacher or an Indonesian teacher). I would identify myself as an English teacher because I am studying English. I do (miss teaching English) because what I have learned in university was not used. My English is only used when I speak to a native speaker or non-native speaker. You know, what I have learned hard is not really used in my teaching. So, it is sad. I feel more comfortable when I speak in English instead of Indonesia (EH 13, 14, 18).”

“To be honest, if I look at my capability and my knowledge, I am an English teacher because I have like more exposure in English linguistics and if students ask me a questions related to English, I can give more than one possibility, when students ask me one question in Bahasa Indonesia, I need to think a lot about it, because I know my weakness, I need to learn more Bahasa Indonesia (AT 10).”

The fact above is quite surprising since participants still consider themselves as English teachers instead of Indonesian for foreign language teachers although they had taught for more than two years. By analyzing their statements, it could be concluded that they were more comfortable in teaching English. From the cognitive and psychological aspects of the participants, I could also conclude the participants felt more comfortable teaching English since they were more capable and knowledgeable in teaching English compared to Indonesian. Previously, AT, GN and EH also had mentioned their difficulties in learning Indonesian grammar which was more complicated than English and they learned English in college not Indonesian. Even EH in EH 18 mentioned that she missed teaching English so much since she did not teach English since her pre-service program. Further, GN in GN 12 mentioned that he wanted to give more contribution to his country by teaching English to her fellows. It means that the Indonesian teaching experiences did not change their identity as an English teacher although the experience of becoming Indonesian for foreign language teachers might influence their way of teaching and interacting with their students.

In other hands, SN identified herself as an Indonesian teacher. She said that she used her English as the medium for communicating with her students. However, she mentioned that she considered the opportunity of teaching Indonesia as the stepping stone for getting a scholarship although she considered that she had been in this position too long (SN 1).

KA, who was teaching Indonesian, English, and Korean in the Language Institute, still could not decide who she was. She considered herself in the middle of the bridge that made her unable to move backward but forward (KA 19). It can be understood since she has much expertise which makes her unable to decide.

Although there are some differences related to the participants' current identity, I found a similarity on their statements: they chose this profession as the stepping stones for getting a better job in the future (EH 3; GN 1; AT 1, 2; KA 1; SN 1, 2). It is understood since the institution allows students who have not graduated to join the institution. Further, as part of Sanata Dharma University, this institution has a respectable name. It means those who have worked in this institution considered to have a good rapport on their curriculum vitae especially for applying for another job in the future.

In conclusion, three of the participants identified themselves still as English teachers instead of Indonesian for foreign language teachers, one of those believed she was an Indonesian teacher while one of the participants had not decided yet. Based on the borderland discourse analysis, the current identity is influenced so much by cognitive, emotional, and psychological aspects of teachers (Alsup, 2006) specifically the comfort of teaching Indonesian or English. Those who identified themselves as English teachers might be still not comfortable teaching Indonesian since they considered themselves more capable of teaching English while others might have felt comfortable teaching Indonesia. One similarity found here is the fact that this profession as a stepping stone for getting experiences and better jobs in the future.

Conclusion

This study has already answered its objectives which are revealing factors that contribute to the English students and graduates who work as Indonesian for foreign language teachers and the identity that they construct during the process of becoming Indonesian for foreign language teachers. This study found that the teachers' situatedness* was the factors that had a vital role in constructing the participants' identity while teachers' multifaceted nature and their colleagues and significant others also contributed to the participants' identity construction. Further, most participants still considered themselves as English teachers instead of Indonesian for foreign language teachers although one of the participants identified herself as an Indonesian teacher while the other had not decided yet. One similarity found in this study is the fact that this profession as a steppingstone for getting experiences and better jobs in the future. Additionally, the participants' revealed two important points which are the adaptation process they are experiencing until now the dissonance of the participants' expectation towards their current job. However, this study only discussed the current state of the participants' identity. This identity can be changing anytime, thus follow up studies could be done to reveal the changes experienced by those participants after some times. Moreover, it also possible to conduct a bigger scale of study to reveal the fact of English students or graduates who teach Indonesia as a foreign language in Indonesia. This study can be also a reference for English departments for preparing an Indonesian for foreign language subject for their students.

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