ANALYSIS OF THE RELATIONSHIP BETWEEN IDENTITY AND ENGLISH LANGUAGE ACQUISITION

Nancy Putri Utami
Universitas Islam Negeri Sumatera Utara
nancyputri.utami@uinsu.ac.id

Abstract: In general, studies of English in Indonesia have focused on the difficulties and reasons people learn the language. Few studies have examined how EFL (English as a Foreign Language) students in Indonesia construct their identities based on their own life experiences. Therefore, the purpose of this study is to investigate the connection between students' identities and their English language proficiency. This study's examination questions include: What effect does a student's identity have on how well they can learn a new language? Additionally, how can language learning aid in identity reconstruction? In-depth interviews with two students with distinct identities are used in this study to collect data. The participants' motivation, the manner in which they were introduced to English as a foreign language, and the process of learning English as a second language are the primary subjects of this study.

Key words: Identity, English, Language Acquisition

INTRODUCTION

Learning a language takes a lifetime. Youth is the start of the interaction, which go on til' the very end. The human cerebrum is continuously learning new things, which is the reason this occurs. An individual's social personality can be formed by their language. There is something else to language besides words; a thought interfaces a person to their family, character, culture, music, and convictions. Subsequently, history, customs, and fables are sent starting with one age then onto the next through language. across time and ages. Without language, there can be no culture.

We should perceive language as the focal point of discernment, the human condition, self-improvement, and personality development considering the job examined before. The method involved with shaping one's character has proactively started when an individual perceives their

primary language as their most memorable language. The advancement of a singular's personality has proactively started. Along these lines, when somebody learns a second or unknown dialect, certain psychological cycles can happen. Subsequently, personality remaking happens again in light of the fact that language has its very own character. Yet again it has been contended by certain scholastics, like Edwards (2009), Johnson and Johnson (1999), and Norton (2009), that personality remaking happens. Language securing and personality recreation are inseparably connected, as indicated by Johnson (1999) and Norton (1995, 1997, 2009). Character recreation and recuperation are indistinguishable.

Language and personality are firmly interwoven, and there is an abundance of examination investigating the connection between the two. Language is a method for articulation that individuals use for correspondence, and it might likewise be related with an individual's distinction. Each individual has a specific character. However, it isn't static and can change contingent upon the event, reason, and setting. Individuals in new geological areas might reclassify their personalities to adjust to their environmental elements. Language might recognize a person with a specific societal position, race, ethnicity, or orientation, and individuals who distinguish themselves with a particular gathering utilize a common language.

The connection among personality and language learning is important to researchers in the fields of second language securing (SLA), language training, sociolinguistics, and applied semantics. There is a change in the field from an overwhelmingly psycholinguistic way to deal with SLA to remember a more noteworthy concentration for humanistic and social components of language learning, or what has been known as the "social turn" in SLA. Issues of character are believed to be applicable not exclusively to language students yet in addition to language educators.

Research has investigated the connection between English language gaining and character remaking from the perspectives of Iranian students. A character way to deal with second language procurement has been proposed, which accentuates the significance of understanding the intricate and dynamic connection between language learning and personality. The honor winning Diary of Language, Character, and Training, sent off in 2002, guarantees that issues of personality and language learning will stay at the front of examination on language schooling, applied etymology, and SLA later on.

Topics on character incorporate race, orientation, class, sexual direction, and inability. Language and social character are firmly entwined, and the language(s) we talk and the manner in which we use language can reflect and shape our social personalities, which are the different manners by which we recognize ourselves comparable to other people. An individual's character can be impacted by various factors like guardians, companions, and district at various ages, which can impact an individual's language use. The connection among language and social personality is mind boggling and complex, and language can reflect and shape social character in different ways.

All in all, the connection among personality and language procurement is a complicated and dynamic one that has been investigated by researchers in different fields. Language is a method for articulation that individuals use for correspondence, and it might likewise be related with an individual's distinction. The connection among personality and language learning is important to researchers in the fields of second language procurement (SLA), language schooling, sociolinguistics, and applied etymology. The honor winning Diary of Language, Character, and

Training guarantees that issues of personality and language learning will stay at the front of exploration on language schooling, applied semantics, and SLA later on.

As per Larsen-Freeman and Cameron (2007), character development through language is a dynamic and continuous cycle. Comparable to that proclamation, language students habitually have differing view of themselves as speakers of a first language (L1) and students of a subsequent language (L2). Youngsters in Indonesia regularly become familiar with their local vernaculars, like Javanese, Batak, and others, prior to learning English as their most memorable language. They are likewise presented to Bahasa Indonesia, which is the interfacing language in Indonesia, as well as the way of life of the nearby language and its general public, providing them with a profound comprehension of language and culture. The nearby language turns into their most memorable language. Kids might learn Indonesian first, trailed by the nearby language, in certain cases. Notwithstanding, generally speaking, this course of learning a language happens all the while, with understudies learning their local Indonesian and Indonesian at the same time. As children grow up, especially at 12 years of age to 13, they are as of now introduced to English. This is because of the way that English is one of the subjects that middle school understudies in Indonesia are expected to review. Accordingly, they should not just keep up with their ethnic character and public language, yet in addition be presented to the English language and its way of life, bringing about the re-development of personality that is the essential subject of this article.

When in doubt, research on English in Indonesia is for the most part about students' troubles and motivation in learning English, the idea of understanding material, government methodologies, or teachers' capacities (Alwasilah, 2001; 2010 (World Bank) Other than the 2018 concentrate by Wirza, which took a gander at how EFL (English as an Unknown dialect) understudies in Indonesia built their characters in view of their very own encounters, there is no genuine examination on understudies' personality development. Subsequently, the ongoing review centers around the members' inspiration, their openness to the English language, and the most common way of learning English as a subsequent language. Nonetheless, generally, the essential focal point of this paper is bound to be on looking at the cycle by which English remakes the personalities of understudies in the stories they portray, as well as the manners by which this can influence their lives given that they are individuals from a general public in a district where English isn't utilized in day-to-day existence.

The writing survey on the connection among character and English language securing uncovers a complicated and dynamic connection between the two. Researchers from different fields, including second language procurement, language instruction, sociolinguistics, and applied phonetics, have investigated this relationship

The "social turn" in second language obtaining has prompted a more prominent spotlight on humanistic and social components of language picking up, including the connection among personality and language learning. The connection among character and language learning is best figured out with regards to this change in the field.

Issues of personality are believed to be applicable not exclusively to language students yet in addition to language educators. Subjects on character incorporate race, orientation, class, sexual direction, and handicap. Language and social personality are firmly entwined, and the language(s) we talk and the manner in which we use language can reflect and shape our social characters.

METHODOLOGY

As indicated by Creswell (2003), this study is a kind of subjective exploration that spotlights on the individual encounters and thoughts of members. This study will utilize a story study. This method can be used to learn about a person's instructive experiences, which helps experts with getting a handle on the improvement of a singular's character (Clandinin and Connelly, 2000; 2007 by Clanddinin and Rosiek; Kramp, 2004). Two understudies with particular characters partook in this review. A top to bottom meeting will be the instrument utilized in this review to accumulate data about understudies' points of view on language procurement. Understudies' encounters learning English as an unknown dialect are likewise the focal point of this review, which is connected with inspiration and how they were first presented to English.

FINDINGS AND DISCUSSION

As it draws on systems that utilize understudies' social and social encounters, the current exploration on school learning and personality affirms a positive relationship. Understudies' social personalities recognize their learning qualities and spur them to scholastically succeed. Instructors ought to give close consideration to these qualities. Understudies' social foundations are significant on the grounds that distinctions in ethnic, racial, etymological, social, strict, and financial status can make them move away from their social roots, which can make them less roused to learn. Homerooms with instructors and understudies who share their social personalities, as indicated by Eleuterio (1997) and Hoelscher (1999), encourage more grounded connections and construct trust. Preparing undeniably brings shifts, regardless, understudies' social person expects a basic part in the transmission of such characteristics.

Since globalization is maybe of the central matter on the arrangement, educators, instructors and investigators should make them notice this issue and journey for significant courses of action. In instructive foundations, this might be critical. Inspirational perspectives toward correspondence, correspondence procedures, receptiveness to assorted correspondence styles, and saw English language learning are obviously connected, as per the discoveries and outline studies. Understudies' inspiration and mentalities toward language learning might be upgraded and improved by concentrating on culture in classes. Language understudies ought to gain data about their own particular manner of life and besides learn about different social orders all around the planet. By means of getting ready language understudies in dissecting different parts of social character, we can help them with making social care and think about the characteristics, presumptions, and customs of others.

Character is one part of an individual's private and social viewpoint. It is characterized by everything from nationality, occupation, job, culture, capacity, interest, religion, cooking, social propensities, music or artistic expression, appearance, character, and country or dialects. Character is likewise one of the highlights of an individual's private and social viewpoint. It finds a place with language, which is a basic type of correspondence that is verbal, physical, and naturally intrinsic. Our requirements, wants, and different sentiments can be communicated through language. Subsequently, without knowledge of the way of life of the language, it is deficient to learn it. A huge request arises here, about the principal character work in acquiring English as a new or second language. Language is the means by which individuals speak with each other. Language can be utilized by individuals to show their disparities and similitudes. Subsequently, language like English expresses the character of an individual. As per Sai (2018), a singular's novel character is framed by consolidating their social personalities, which ordinarily essentially affect

their perspective, living, and existing together. Accordingly, social impact on our personality will constantly be there. Through the EFL/ESL process, it is obvious from all of the previously mentioned subjects that, in spite of being moderately later, the possibility of personality is a high-esteem and huge idea. While considering English as an instrument for denoting their personality, it is feasible to notice the members' solid penchant to perceive and, accordingly, to coordinate with English culture. Here, it will in general be assumed that essentially all of the interviewees reported that they began learning English in pre-adulthood.

The singular person of the understudies is crucial more required and that is the very thing informational activists should conclusively instruct. Educators' attitude is more brilliant to be arranged toward the things in the picked course books (by considered character), headways of social person, and its work inside second language obtainment processes. In general, it is feasible to reach the determination that language (English) and character are indivisible. Both affect the other and cause the other to answer, and the discoveries show that personality development and English language learning are plainly connected. The discoveries exhibited a reasonable association between personality development, receptiveness to different correspondence styles, uplifting perspectives toward correspondence, correspondence techniques, and saw language capability. Subjects with higher saw capability were likewise bound to see the objective language decidedly, be more mindful of phonetic and social contrasts, and utilize various procedures to oblige and oversee correspondence styles contrasts, as indicated by the review's discoveries. With everything considered, the going with results were found

Most importantly, language is trademark for the outpouring of culture. Language is a significant piece of social person. It is the means by which we give our most profound self forever. We pass and express our way of life and its qualities on through language. The discoveries exhibit that there is, truth be told, a particular association between fostering one's character and learning the English language. Understudies' impression of themselves and the view of others about them are then affected by the character related with the subject or field of study. Opportunity for growth is additionally impacted by personality. Therefore, we as a whole have assumptions about what our identity is and the way in which we see ourselves. Having serious solid areas for an of character is apparently charming, something that brings comfort and security Character in like manner helps us with just choosing and to know the proper behavior. We are continually gone up against with convoluted circumstances and decisions. Understudies become more connected with, spurred, and amped up for learning all together. To wrap things up, the potential capacity can be considered personality, and the social setting is where the language student can work on this possibility. Indeed, even with regards to learning an unknown dialect, there is a unique connection between the personality that language students expect and their progress in language learning.

The connection among character and English language securing has been investigated by researchers from different fields, including second language procurement, language schooling, sociolinguistics, and applied semantics. The writing survey uncovers that the connection among character and language learning is mind boggling and dynamic

The connection among character and English language securing has been a subject of interest for researchers in different fields, including second language obtaining, language training, sociolinguistics, and applied semantics. The connection among character and language learning is best perceived with regards to a change in the field from a prevalently psycholinguistic way to deal with SLA to remember a more prominent concentration for humanistic and social components of language learning, or what has been known as the "social turn" in SLA.

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Research has investigated the connection between English language gaining and character remaking from the perspectives of Iranian students. The review tried to investigate the connection between English language gaining and character remaking from the perspectives of Iranian students. The investigation discovered that English language learning can prompt character reproduction, and that the course of personality remaking is impacted by different elements, including the students' social and social foundations, their inspiration for learning English, and their encounters with the English language.

A personality way to deal with second language obtaining has been proposed, which accentuates the significance of understanding the mind boggling and dynamic connection between language learning and character. The personality way to deal with second language procurement perceives that language learning isn't simply a mental cycle yet additionally a social and social one. The methodology underscores the significance of grasping the students' social and social foundations, their inspirations for learning the language, and their encounters with the language.

The connection among character and second language obtaining has been of much interest to the field, especially considering Firth and Wagner's require an 'upgraded consciousness of the relevant and interactional elements of language use'. The connection among personality and second language securing has been investigated in different examinations, for certain examinations recommending that students' characters can impact their language learning results.

A foundation survey was utilized in this subjective review to give a complete depiction of the free factor, character, in light of significant writing. The student of an unknown dialect should likewise have the option to depict the way of life of that language. Instructing and learning unknown dialects are affected here by social and personality issues. As a rule, understudies are portrayals of the personality, culture, and foundation of their local language. For students to understand the obscure lingo s/he ought to feel that he can truly communicate his thoughts transparently. In any case, students are most likely going to become dazed when they face with the new culture of the obscure lingo and this can much of the time lead to weakness. It can cause the understudy to feel as they don't have a place locally. Students ought to know about this issue and integrate it into their showing strategies and assets. Today, understudies' inspiration is impacted by their personality since it assists them with grasping the social world. Various conditions an affect understudies' inspiration to learn. The scientist has noticed different perspectives among understudies, some of whom seem to have unmistakable personality accounts, for example, one

understudy who endeavoured to minimize others and another who profoundly esteemed learning. The scientist is keen on deciding if there is an association between the students' inspiration to learn and their social character. No matter what the outcomes, it is clear that personality essentially affects learning and ought to be considered while educating and learning. Any human culture, regardless of how enormous or the number of individuals it that has, attempts to follow specific social standards and values. This culture shapes our qualities and characters, guides our focus toward what is considered significant on the planet we live in, and some way or other shapes how we see our general surroundings. As indicated by Ellis (2003), credible materials ought to be utilized however much as could reasonably be expected on the grounds that they are rousing and compensating for the two understudies and instructors. It is frequently utilized with positioning understudies; however, it can likewise be utilized with understudies at lower levels. Concerning character; For more youthful youngsters, tunes, rhymes, enigmas, and different types of kids' legend are great. Papers, writing, films, flyers, banners, and fundamentally whatever else that is written in the objective language and utilized in the study hall without altering are instances of genuine materials. A comparative material can be put to use in classes of various levels given that the task is assessing understudy's abilities and interests (Newby, 2000). Expanding an understudy's self-assurance and general abilities using credible materials is a straightforward and simple technique.

Taking everything into account, the connection among character and English language obtaining is mind boggling and dynamic. Language is a method for articulation that individuals use for correspondence, and it might likewise be related with an individual's distinction. The connection among character and language learning is pertinent not exclusively to language students yet additionally to language educators. The character way to deal with second language obtaining accentuates the significance of understanding the mind boggling and dynamic connection between language learning and personality. The connection among personality and second language securing has been investigated in different examinations, for certain examinations recommending that students' characters can impact their language learning results.

CONCLUSION

It's clearly a fact that person and language are erratically entwined so one can't separate the other. Everyone is deficient on the off chance that it is isolated from the other. In EFL or ESL settings, understudies ought to be shown English in view of their character so they can impart in genuine circumstances and get familiar with the objective language with their social foundation. It is seen that EFL understudies, who have astounding academic execution in English subject, at times, find it very testing to contrast and nearby speakers or, in reality, conditions. Learning English without a legitimate comprehension of its personality could be the reason for this. In this way, while arranging courses for themselves and in the circumstances that are given, the job that personality plays in educating and learning English as an unfamiliar/second language can't be kept away from. The educators should have earlier social information on the illustration and the material they will show the understudies, and they ought to remember the meaning of social character. The general pattern proposes that character assumes a huge part in language learning and will in general emphatically affect understudies since they believe they can convey all the more really. A couple of assessments exist in various overall settings exploring how express instructive practices can either enable or constrain the character positions to run for language understudies inside homeroom settings.

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