

STANDARD ENGLISH IDEOLOGY IN THE INSTAGRAM ACCOUNT OF *KELASBAHASA.ID*

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Abstract: *This study is interested to examine the phenomenon of English today by focusing on how the role of English learning materials in the social media platform of kelasbahasa.id to construct Standard English ideology. To delve into this topic, this study uses several concepts, such as Standard English, Academic Dependency (Alatas, 2003), and Neoliberalism (Steger & Roy, 2010). This research used descriptive qualitative research method with Critical Applied Linguistics approach to explore the relation between society, education, media texts, global capitalism, and ideology (Pennycook, 2001). After investigating 10 data from the Instagram account of kelasbahasa.id, this study concludes that kelasbahasa.id through their English learning materials that frequently mention the word “bule” (native speaker of English) has a major role to reinforce the hegemony of Standard English ideology in learning English. The emphasis on the notion of native English speaker in kelasbahasa.id also shows that there is academic dependency from developing countries over developed countries. Neoliberal ideology also seems to be related with the learning materials that are presented by kelasbahasa.id since the materials also embed a sense of valorizing on people’s skills to speak like native speaker of English*

Keywords: *Standard English, native speaker, English learning materials.*

INTRODUCTION

The discussion regarding English language has been brought into something more complex considering the way language is operated, and the way it connects to power and politics (Olssen, 2003; Wahyudi, 2018). Some of the relevant studies have presented the analysis related to the phenomenon of English today by connecting it to various contexts, such as the domination of Standard English (Karakas, 2017; Metz, 2018; Monfared & Katib, 2018) and the inequality of Englishes in relation to the domination of Standard English (Holliday, 2007; Rubdy, 2015; Tupas & Weninger, 2020).

According to Karakas (2017), Standard English ideology that is perpetuated through various media such as teaching practices, teaching materials, and career requirements has had a great impact to the view of many English learners on ‘good English’ in relation to native English speaker. Standard English as the dominant discourse in this case might be constructed due to the historical and political background, such as colonialism, that occurred in the society (Monfared & Khatib, 2020). In the practice of English teaching, the hegemony of Standard English has even restrained the teachers’ chance to teach and talk about the variation of language in the classroom since the other forms of English are regarded as deviant (Metz, 2018). It seems that the phenomenon of inequality of Englishes is inevitable in relation to the domination of Standard English.

In regard to the phenomenon of inequality of Englishes, Tupas & Weninger (2020) specifically describe the impact of government policy in Singapore that explicitly encourages the implementation of “internationally acceptable English (Standard English)” (Ministry of Education, 2008, p. 7) to devalue *Singlish* as one of the examples of the localised varieties of English. Holliday (2007) also portrays the effect of such Standard English that is mapped out only for native speaker towards the discrimination faced by non-native, for example, in getting job. The hegemony of Standard English in this case seems to be a root of inequality of Englishes (Rubdy, 2015). Therefore, Holliday (2007) and Rubdy (2015) suggest some efforts to detach from Western discourse, for example, by de-centring the content of teaching into more local realities (Halliday, 2007) and deconstructing the normative paradigm that previously only conceives Standard English as the most correct of English (Rubdy, 2015).

Meanwhile, to follow up the issue of Standard English especially in the context of English learning, this study then attempts to analyse how the role of the English learning materials to the construction of

Standard English. The social media platform namely Instagram is chosen as the object of this study by considering the fact that many of language learners use the social media platform of Instagram for their language learning purposes (Ali, 2019). Instagram account named *kelasbahasa.id* is specifically selected as the object of this study by considering the big numbers of followers (over 100 thousand followers) that the account has to predispose English learners' perception on English. In this matter, *kelasbahasa.id* is one of the English language learning platforms that offer various materials of English that can be accessed by anyone. This study implements Critical Applied Linguistics approach in order to sketch out the relation between society, education, media texts, global capitalism, and ideology (Pennycook, 2001). Academic Dependency (Alatas, 2003), and neoliberalism (Steger & Roy, 2010) are also used to expand the analysis of this study.

CONCEPTUALLY-BASED PAPERS

Standard English

McArthur (2003) generally defines Standard English as the most dominant variety to be understood, accepted, and appreciated in English-speaking countries. This understanding is in line with Wahyudi's explanation (2018) regarding the position of British English and American English as regime of truth. In the other study, Crystal (2003) also explains that there are at least five forms of identification that support the characteristics of Standard English that are minority variety, it can be widely understood, it is a prestigious variety, it is a model of educated English, and also it became the main model in education.

The first is that Standard English is a minority variety. Trudgill (1999) adds that the same applies to British English which is spoken by 12-15 percent of the population. The presentation shows that not many people use the language. The second is that Standard English can be understood globally. This can be seen from the use of Standard English in print media where the writing convention is the same throughout the world (McArthur, 2003). In addition to writing media, Standard English is also found in the phenomena of the English world (Crystal, 2003).

The third is that Standard English is becoming a prestigious variety (Crystal, 2003). This can be seen from the number of presenters who use Standard English (Ruhlemann, 2008). Next is Standard English as an educated language (Crystal, 2003). Crystal (2003) further explains that the position of Standard English as a prestigious language then encourages its use as an educated language to attract the desired target (2003). The last is the use of Standard English related to the social class and education of the speaker (Crystal, 2003). It then gives a role for native speakers to have prestige and a big role in the field of education (Crystal, 2003).

History of English Education in Indonesia

The history of English education in Indonesia, in fact, cannot be separated with Inner circle countries such as UK and USA. Since English is chosen as the first foreign language in Indonesia (Dardjowidjojo, 2000), the dependency to the countries such as US and UK is inevitable. Mistar (2005) explains that when in 1950s English education in Indonesia must deal with two issues, namely the limitation of having competent teacher and English teaching materials, the countries such as UK and USA had a significant role in assisting the development of English education in Indonesia. Through financial and technical assist from the Ford-Foundation (US-sponsored Organisation), Indonesian government was able to establish B-1 course and to form a committee that had a role in designing English syllabi (Dardjowidjojo, 2000; Mistar, 2005). This condition had a significant impact for English education in Indonesia in which British and American English were regarded as the standard of English (Gandana, 2014).

Academic Dependency

Since the 16th century, developed countries such as Great Britain and the United States began to control colonial power in the colonies by establishing schools and publishers by running academic imperialism (Alatas, 2003). The things of imperialism that include the structure of the political economy can influence the mind-set of the people in the conquered countries (Alatas, 2003). Thus, the occupation and conditioning of the social sciences in colonized countries usually has academic dependencies covered in six distinct dimensions (Alatas, 2003). Alatas (2003) argues the six dimensions are ideas, idea media,

research technology, assistance to research and teaching, investment in education, and the dependence of Third World social scientists on demand in the West for their skills.

The first dimension includes dependence on various scientific social activities ranging from teaching to knowledge that races in developed countries (Alatas, 2003). This dimension is the most important dimension in academic dependency. Subsequently, the second dimension is dependency in the media (Alatas, 2003). This dependency is manifested in the media of ideas such as books, journals, and other electronic publications (Alatas, 2003). It is easily seen from the ownership structure of the idea media from the various electronic publications (Alatas, 2003). The next dimension of dependency is in the form of technological relations in social relations (Alatas, 2003). This dependency is usually seen with the establishment of resource centres within foundations, non-governmental organizations and embassies in colonized countries which are equipped with information, all of which are under the supervision of developed countries (Alatas, 2003). Countries that provide these services have the right to choose which information to share or not (Alatas, 2003).

Alatas (2003) clarifies the next dimension of aid dependency in the form of foreign funds and technical assistance to finance scholars to publish books, sponsor research to purchase expertise by inviting guest scholars. Then, the fifth dependency is related to investment in education (Alatas, 2003). In this case developed countries usually cooperate with local premises to produce more educational opportunities and teaching fields (Alatas, 2003). The last dependence can also be called a *brain drain* (Alatas, 2003). It is because this dependence requires local scholars to be trained and then employed at the center to get as much advantage as possible (Alatas, 2003). So, in this study, it is important to discuss the academic dependence to find out how English learning is packaged through social media which will have an effect on English students about their views on the English language.

Neoliberalism

Neoliberalism is the ideology that explains capitalism (Block & Gray, 2016). Neoliberal ideology promotes “right-wing intellectual networks” which are the umbrella for the profit crisis in capitalism (Connel & Dados, 2014). According to Steger and Roy (2010), neoliberalism is an ideology based on reason in individual freedom, whether in the form of humans, free from government intervention, or the protection of other property. Neoliberal policies then spread to various different countries such as Latin America to Asia which are bridged by international lending organizations such as the World Bank and World Trade Organizations (Steger & Roy, 2010; Harvey, 2007). Neoliberal policies are influenced by local contexts (Steger & Roy, 2010). In addition, the neoliberal policy process has a different pattern based on different periods or is called a hybrid (Wahyudi, 2018a).

Steger and Roy (2010) argue about three manifestations of neoliberalism, namely ideology, modes of government and policy packages. Neoliberal manifestation in the form of ‘reality’ is seen in the ideal picture of neoliberal practice in a free market world (Steger & Roy, 2010). Furthermore, Steger and Roy explain the mode of government that is based on entrepreneurial values such as competitiveness, self-interest, and decentralization (2010). Mode of governance also leads to strategic planning, risk management, accountability and effectiveness (Steger & Roy, 2010). The last is the liberal manifestation in the form of a policy package known as the DLP formula in the form of deregulation in economic matters, liberalization in trade and industry, and privatization in state-owned companies (Steger & Roy, 2010). One of them can be seen from the use of British/American English which is more dominantly used in education, work, negotiations and others.

Critical Applied Linguistics

Critical applied linguistics is an approach between the use of language and education that is linked to the local conditions of the language towards a wider social order (Pennycook, 2008). The order starts from the form of conversations, translations, tests, books, as well as issues such as class, gender, and others (Pennycook, 2008). It can further be seen from the critical thinking involved in social change, so that the implementation of the critical approach of applied linguistics sees phenomena as dynamic (Pennycook, 2001). With the view that exists in society towards English as a super power language where the assumption is dynamic in the view of the community.

Pennycook’s (2001) approach in the form of critical applied linguistics is a link in applied linguistics to other broader discussions ranging from cultural, social to political aspects. Pennycook (2001) further

explained that the realm of critical applied linguistics includes disparity, resistance, power and others. These thoughts generate critical questions about rights, compassion, injustice and others. From some of these things, it can be said that critically applied linguistics that looks at the aspects of resistance, inequality, strength, etc. will produce answers with a larger and wider scheme (Pennycook, 2001).

METHOD

This study implements a descriptive qualitative method in order to explicate the role of English learning materials in the social media platform of Instagram to the construction of Standard English. In collecting the data, there are several steps that were conducted by the researchers. First, the researchers looked up the Instagram account of *kelasbahasa.id* as the object of this study. After that, the researchers scanned the posts of *kelasbahasa.id* Instagram account by highlighting the use of word “bule” (native speaker of English) in the text of the photos of the Instagram. The researchers then took 10 data in the Instagram account of *kelasbahasa.id* to be followed up in the discussion of this study.

In analysing the data, the researchers described each of the data by relating the data with some theories including Academic Dependency (Alatas, 2003), and neoliberalism (Steger & Roy, 2010). The implementation of Critical Applied Linguistics approach in this study is also employed in order to describe the relation between society, education, media texts, global capitalism, and ideology (Pennycook, 2001).

FINDINGS And Discussion

Standard English ideology in English learning materials of *kelasbahasa.id*

In Min’s study (1997), it has been affirmed that concentrated on word choice is vital in the analysis since it may help the readers to find out the producer’s intention in the text. The choice of word even can represent the ideology of the producer of the text. Therefore, in the analysis of this study, the researchers also attempt to highlight word choice that has been implemented by *kelasbahasa.id* in their English learning materials in Instagram. Based on the 10 data that are collected from the Instagram account of *kelasbahasa.id*, it seems that *kelasbahasa.id* often emphasises the word “bule” (native speaker of English) in the materials that they post in their Instagram account.

The frequent numbers of using the word “bule” in *kelasbahasa.id*’s materials of English learning can be described as the following. Firstly, the word “bule” emerges in *kelasbahasa.id*’s English learning materials with the topics such as “auto mirip bule” (automatically sounding like native English speaker) and “idiom ini bikin bahasa inggrismu mirip bule” (this idiom makes your English sounds like native English speaker). In this case, *kelasbahasa.id* through their post in Instagram specifically categorises several expressions such as “you’re such a dear” and “call it a day” as the expressions that represent “bule”(native speaker of English).



In another post, *kelasbahasa.id* also emphasises the word “bule” by posting several materials of English learning with the topic such as “bule-bulean vs bule beneran” (the fake native speaker of English vs the real native speaker of English), “bule ori & kw” (the original native speaker of English & the fake

native speaker of English), and “bule gak ngomong gini” (native English speaker doesn’t speak like this). According to *kelasbahasa.id*’s materials of English learning, some expressions such as “thanks in advance”, “chop-chop”, and “you’re such a cranky” sound more like a native English speaker compared to the expressions such as “thanks before”, “hurry up”, and “you’re so sensitive”.



Kelasbahasa.id also provides several materials of English learning with the topic such as “ungkapan keren ala bule” (cool expression used by native speaker of English), “istilah gaul bule Amerika” (American’s slang), “istilah gaul bule Inggris” (British’s slang), and “ungkapan ala native speaker” (native speaker’s expression). Here, the expressions such as “beats me”, “easy peasy”, “fancy”, and “tick tock, people” are regarded as cool expressions of English, whereby *kelasbahasa.id* exclusively connotes these expressions with British and American English. *Kelasbahasa.id*, in addition, also uses the word “bule” in their English learning material with the topic “bule pro vs bule biasa” (professional native speaker of English vs common native speaker of English) to emphasise that there is a profound difference between English expression that is used by professional native speaker of English and common native speaker of English.



By taking into account the 10 data from the English learning materials of *kelasbahasa.id* that have been mentioned above, it seems that there is a tendency from *kelasbahasa.id* to promote Standard English ideology as the prevailing language ideology in their English learning materials. As stated by McArthur (2003), Standard English can be associated with the most acceptable and appreciated variety of English. This ideology seems to be also enacted in *kelasbahasa.id* by considering the fact that the word “bule” that refers to native speaker of English, especially British and American English, is frequently mentioned in the learning materials of *kelasbahasa.id*. The use of the word “bule” in this case may denote that *kelasbahasa.id*

conceives some English expressions from native speaker, especially British English or American English, as the most acceptable and appreciated English.

The materials of English learning that frequently emphasise the word “bule” (native speaker of English), in addition, may also show that for *kelasbahasa.id*, American English or British English as the reference of Standard English can be regarded as a model of educated English and a prestigious variety (Crystal, 2003). In one of their materials, it can be seen that *kelasbahasa.id* wants to show that the expression “thanks in advance” sounds more like a native English speaker compared to the expression “thanks before” regardless of the fact that both of these expression are grammatically correct. Thus, it seems that for *kelasbahasa.id*, British English or American English are specifically regarded as the regime of truth (Wahyudi, 2018).

Academic Dependency

Beside of having Standard English ideology, the emphasis on the word “bule” (native speaker of English) in the Instagram account of *kelasbahasa.id* is also evidence of there is academic dependency of developing country such as Indonesia over developed countries such as UK and USA. As described by Alatas (2003), academic dependency refers to the domination of developed countries such as UK and USA over developing countries in six dimensions of dependency namely dependency on ideas, media of ideas, research technology, research and teaching assistance, education investment, and dependency on the West’s demand over the developing social scientists skills. This dependency seems to be also perpetuated by the Instagram account of *kelasbahasa.id* by considering the fact that *kelasbahasa.id* only focuses on the expressions that are used by native speaker of English, especially from UK and USA. As a matter of fact, in the case of Indonesian education, this dependency might be shaped due to the great role of UK and USA in assisting the development of English education in Indonesia in terms teaching materials (Mistar, 2005).

Neo-liberalism

English learning materials that are provided by *kelasbahasa.id* also seems to be related with Neoliberalism ideology since in many parts of their learning materials, *kelasbahasa.id* emphasises that particular expressions have more value comparing other expressions in the global market considering it sounds more like a native speaker. In this case, neoliberalism manifested in ideology can be seen from how particular idea is regarded as a ‘reality’ in society (Steger & Roy, 2010).

DISCUSSION

The findings of this study display evidence that the Instagram account of *kelasbahasa.id* as one of the educational platforms that provides English learning materials, and it has a pivotal role to reinforce the hegemony of Standard English ideology. By highlighting the word choice of “bule” (native English speaker) in several posts of the Instagram account of *kelasbahasa.id*, this study notices that the Instagram account of *kelasbahasa.id* either consciously or unconsciously has constructed the narration about the significance of native speaker-oriented in the process learning English.

The finding of this study parallels with Karakas’s (2017) finding regarding the role of standard English ideology to the view of “good English” whereby in this study, the domination of standard English ideology, especially in the area of English Language teaching (ELT), has led to the perception regarding “good English” as an English used by “bule” (native English speaker). The result of this study also resonates with Metz’s (2018) finding since this study notices that several materials of English learning that are presented by the Instagram account of *kelasbahasa.id* categorise some expressions of English as a deviant if it doesn’t sound like native.

Meanwhile, in responding the hegemony of Standard English that is perpetuated in the Instagram account of *kelasbahasa.id*, then it is salient for the educational platform such as *kelasbahasa.id* to be aware with the domination of Western discourse by attempting to reconstruct the normative paradigm that previously only perceives Standard English as the most correct of English (Rubdy, 2015).

CONCLUSIONS

This study concludes that there is a big role from a social media platform called *kelasbahasa.id* to perpetuate the ideology of Standard English. This platform also emphasises the orientation of native speakers which also shows the academic dependence of third world countries on developed countries. Last, neoliberalism ideology seems to be also perpetuated in the Instagram account of *kelasbahasa.id* since the learning materials provided more valorize people's skills to speak like native speaker of English in relation to economic circumstance.

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