

**EXPLORING THE CONSTRUCTION OF IDENTITY
IN DISSERTATION WRITINGS: A TEXT ANALYSIS**

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STATEMENT OF WORK ORIGINALITY

I hereby declare that this thesis is my own work and to the best of my knowledge it contains no materials previously published or written by another person, or substantial proportions of materials which have been accepted for the award of any other educational institutions, except where due acknowledgement is made in the Thesis.

Jakarta, 12 June 2017

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ABSTRACT

The insights from studies on self-identity construction in writing have encouraged linguistics scholars to continuously explore the presence of writers' identity in writing. Nevertheless, due to arguments that question whether second language writers construct their identity in writing as well since they are still in tension between fulfilling the writing's expectation and their English proficiency, a particular study which explores second language writing identity is needed. This study, therefore, was conducted to explore how second language writers construct their identity particularly in academic writing. Five dissertations written by Indonesian doctorate candidates were chosen to be the main source of data. Adopting the work of Ivanic and Camps (2001), this study employed the three language functions proposed by Halliday (Halliday, 1985; 1994, as cited in Ivanic & Camps, 2001), i.e. Ideational Function, Interpersonal Function, and Textual Function, as the analytical tools. Each function was broken down into specific features by which the texts were identified. Then, to sharpen the existence of writers' identity in writing, the findings of the analysis were identified to find the manifestation of the four aspect of identity proposed by Ivanic (1998). Based on the results of the analysis, this study found that writers' identities presented beyond the linguistic discourse employed in the writings. Then, regarding the manifestation of each function in the four aspects of writing identity, this study revealed that all aspects were manifested in the three language functions. It puts forward an argument that writing is the act of identity (Ivanic, 1998) and even second language writers construct their writing identity including in academic one. The study also found that even second language writers establish their own identity which conforms to the common convention in academic writing.

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

In recent years, the notion of identity in writing has become noteworthy to investigate. Scholar like Hyland (2002a), for example, has laid a claim that writing is not just a matter of how the ideas are structurally written. Rather, it is how a writer presents themselves which implies whether they commit to their ideas or not.

A number of studies have been conducted showing a big interest in writing identity. Particularly in second language context, writing identity has become actual issue. There is a doubt for second language writers to bring out their identity in writing since they still dwell on their writing proficiency. Therefore, this study aims to investigate how second language writers construct their identity in their writing.

Some previous studies were conducted to see the notion of writing identity. Shen (1989), in his work revealed how he experienced a clash identity when he was writing. Born as a Chinese speaker, he shaped himself to write in accordance with Chinese tradition which commonly was lack of confidence, showing modesty, and being communal. In the contrary, when he wrote English composition, he was insisted to be more assertive by using “I” reference instead of “we”. Something that is uncommon, even rude, in Chinese tradition.

Nevertheless, the clash that he experienced has offered new insights regarding to writing identity. The clash has brought him to a kind of negotiating between his identity and the English writing concept (Shen, 1989, p.465). This implies that writers should recognize their own identity and the demands concept, i.e. English writing. Hence, a problem arises questioning what kinds of identity that writers should expand in a composition.

An effort to elaborate what actually writers identity in writing encourages Zawacky and Habib (2010) to investigate what writers' identity is. They concern what the meaning of being original in writing and to write using writers' own voice (Zawacky & Habib, 2010, p. 60). They found out that there was a hard task for multilanguage learners (nonnative English speakers) to be original since they sounded merely copying and memorizing someone's ideas (Zawacky & Habib, 2010, p. 61). It was assumed that multilanguage learners just put others' ideas as their references without positioning themselves whether they countered or aligned the ideas. The tension stimulates further studies which explore more critically what actually being original and using own voice when attributing others' idea.

An interesting study linked to writing identity was conducted by Hyland (2002a). He assumed that the way how writers committed with their own idea regarded as constructing writing identity. In this case, he mentioned as establishing authorial identity. Hyland argued that authorial identity was obviously apparent rhetorically by the use of personal pronouns and determiners. By analyzing the undergraduate L2 writers' report, he found that the personal pronoun "I" was underuse among L2 writers. The lack of confidence to state their

arguments, writers' mindset about objectivity in academic writing, and collective cultural identity respectively played important role to determine whether L2 writers avoided using singular pronoun "I" (Hyland, 2002a).

In contrast, Hyland noted interesting phenomenon referring the use of personal pronoun "I" in Acknowledgements. Being not the main part of a report, Acknowledgements, however, display writers' identity on the way they thanked for any kinds of support they received. They claimed that they felt free to present themselves in more familiar way since Acknowledgements is personal writing, not depending on any academic text book or scholar' references (Hyland, 2002a).

In order to get a deeper understanding about writing identity, Ivanic and Camps (2001) investigated about writers' voice. The writer's voice that they emphasized has a link to the way writers position themselves throughout writing (Ivanic & Camps, 2001, p.8). Adopting the Halliday framework about three macro-functions of language (Halliday, 1985; 1994, as cited in Ivanic & Camps, 2001), namely Ideational Function, Interpersonal Function, and Textual Function, Ivanic and Camps clarified how L2 writers presented themselves lexically and syntactically. They noted that in every single piece of writing, writers, actually, try to present themselves, even L2 writers, which apparently had not fulfilled the English writing standard (Ivanic & Camps, 2001).

Besides, Matsuda and Tardy (2007) conducted a study about the notion of writers' voice in academic writing. Being an opposed response to a preceded statement which said there is no relevancy of voice in academic writing (Helms-Park & Stapleton, 2003; Stapleton, 2002), they notified that voice played a role in

academic writing (Matsuda & Tardy, 2007). In accordance to the meaning of voice as “an amalgamation of discursive and non-discursive features” (Matsuda, 2001), they described how writers and readers constructed the voice of text by figuring out discursive and non-discursive markers (Matsuda & Tardy, 2007). It becomes something interesting to know further whether those discursive and non-discursive markers are predictable.

In regard to the notion of self-identity, a study conducted by Sugiharto (2012) enhanced further understanding about writing identity. He investigated the self-construction of his three undergraduate students in their writing. He found out that the process of self-construction was dynamic and various. It was dynamic since writers openly were influenced by many other factors outside, and it was various since they experienced different process of writing and different self-construction. These findings also suggested that self-identity and writing was integral (Ivanic & Camps, 2001), since writing product became representation of writers themselves.

To discuss writing identity, the four aspects of identity proposed by Ivanic (1998), namely autobiographical self, discoursal self, self as author, and possibilities for self-hood (p. 24) are significant to consider. By analyzing some academic essays written by her co-researchers who were English Native Speakers and emphasizing the aspect of discoursal self which was interconnected with other aspects, she depicted that writers manifested their life-history into their writing and they had discoursal choices which brought consequence the heterogenetic even in the same discourse community (p.328-329). Furthermore, writers might

share similar characteristics of language features which associated with the sense of self-hood (p.289).

In accordance with those previous studies, research in writing identity particularly in L2 context is prominent. It is worth knowing the tendency the L2 writers construct their identity in writing. There is possibility that they share common constructions, which might intentionally occur or another possibility is that they perform different construction.

Due to the findings-fact of Hyland's study (2002a) that L2 writers underused the personal pronoun "I" in academic text than in nonacademic one implies the awareness of L2 writers towards constructing of self-identity in writing. It means the notion of identity is a common matter including in second language writing context. Indeed, this awareness also indicates that L2 writers have not fulfilled the English writing demands by which L2 writers feel discourages being more assertive by using personal pronoun "I". Also, it is impressed L2 awareness to make academic writing sound impersonal by avoiding the "I". This situation commonly occurs among L2 writers.

Some evidence has been presented to support the facts that L2 writers reveal their identities in writing including the way they position themselves (Ivanic & Camps, 2001), and present their authoritativeness (Tang & John, 1999; Hyland, 2002). Besides, L2 writers experienced a clash between their original identity and the writing demands (Shen, 1989; Zawacky & Habib, 2010). Therefore, to know what actually L2 writers' identities are and how they construct their identities is very crucial. There are possibilities that L2 writers construct originally their

identity, or the expected identity which should be occupied, and new identity as the results of the negotiation between the writing demands and themselves.

Although a numerous studies on writing identity have been conducted, more study from a specific context is needed to generate more insights into how writers construct their identity through writing. This study was conducted to reveal how L2 writers represent themselves in writing.

1.2 Statements of Problem and Research Questions

Since writing is the act of identity construction, it is plausible to claim that everything in regard with writing presents writers' identity construction. Ivanič notes that the lexical, syntactic, semantic and even the visual and material aspects of writing significantly contribute in constructing identity (Ivanič, 1998). It is similar to say that there must be something lies beyond the words, phrases, clauses, sentences, and the "paralinguistics" (Ivanič & Camps, 2001) employed.

Regarding the curiosity to know deeper what lies beyond the discourse, a study focuses on that discussion is crucially needed. Nevertheless, the discussion is wide enough since there are many possible scopes of study which should be analyzed. The research on writing identity might be viewed from lexical area, grammatical area, type of texts, etc. Therefore, to achieve the focus of the discussion, a study which enacts to certain scope should be conducted.

Referring to this case, Ivanič and Camps (2001) have identified writers' identity under the framework of types positioning adopting the three language functions by Halliday (1985; 1994, as cited in Ivanič & Camps, 2001). Those

three functions have been successfully provided significant descriptions of how writers construct their identities under the scopes of Ideational, Interpersonal and Textual Functions. Besides, Ivanic (1998) has identified that writer basically constructs the four aspects of identity which present writer's actual writing and prototypical identities in social context (p. 23).

Thus, by considering the insight of those two frameworks, the present study wants to employ them. I get encouraged to know further how writers, particularly second language writers, construct their identities in writing. Regarding the frameworks, it is interesting to collaborate those frameworks to investigate the writers' identity. Therefore, the three language functions are suitable to accommodate the writers' identity investigation of any features presented in writings. The results of the investigation, then, are the writers' identity construction which is identified to see the reflection of those four writing aspects by Ivanic (1998). To reveal the collaboration of those two frameworks, two research questions are formulated as follows:

1. Adopting the three language functions proposed by Halliday (1985; 1994, as cited in Ivanic & Camps, 2001), how do L2 writers construct their identity in writing?
2. How are L2 writers' constructions of identity manifested in the four aspects of writing identity proposed by Ivanic (1998)?

1.3 Objectives of the Study

The present study has two aims:

1. To find out how L2 writers construct their identity in writing adopting the three language functions proposed by Halliday (1985; 1994, as cited in Ivanic & Camps, 2001)
2. To find out how L2 writers' constructions of identity are manifested in the four aspects of writing identity by Ivanic (1998).

1.4 Scope and Limitation of the Study

To avoid broader discussion, this study is limited into two scopes, as follows:

1. Despite of writers' life background and outside situation which influence the process of writing, this study focused on the writers' identity which was implicitly asserted in the analyzed writing products.
2. The second language writer's writing products were taken from Dissertations of Doctoral students as the requirements for the Degree of Philosophy in Applied English Linguistics in one private university in Jakarta.

1.5 Significance of the Study

The present study is intended to analyze how L2 writers construct self-identity in their writing, particularly in academic writing. Therefore, the results of

this study give significant contribution for those who deliberately concern with the teaching of writing in L2 context.

It is expected that L2 writers' awareness in writing is developed, however not only dealing how they fulfill the course demands, but also consider the actualization of their-self through writing. Being aware of this, hopefully they are highly motivated to improve their writing skill and elaborate more creative writing.

The results of this study are also expected to provide a clear concept about writing identity which followed by conducting a review of the writing assessment rubric. Therefore, teachers do not only consider what commonly appears in students' writing but also consider what lies beyond of the writing, so that it will establish a right negotiation and provide useful feedback.

CHAPTER II

REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK

This Chapter presents review of related literature and theoretical framework. The review includes the notion about language and identity, writing identity, particularly second language writing identity. Previous studies which are relevant are also presented. Then, regarding the framework of this study, the three macro functions of language including the features in accordance with the functions, and the four aspects of writing identity will be elucidated.

2.1 Theoretical Description

2.1.1 Language and Identity

Language, as a system of communication in speech and writing (Oxford Dictionary 8thed), is widely discussed from many perspectives. Since language is a very complex system, it offers a deep exploration to seek what explicitly and implicitly occurs within the language. Therefore, discussing about language and identity, as a matter of fact, it aims to find out what characteristics occur in language used. It implies that there is a close relationship between the language users and the language itself. Language as the only sign systems which is meaningful (Halliday, 1985; 1994, as cited in Ivanic, 1998, p. 39) becomes a means for the language users to reveal their identities. The decision making

towards the use of certain linguistic features brings a clue of the language users' identity.

2.1.1.1 The Notion of Identity

Regarding the concept of identity, there is an effort to conceptualize identity from socio-cultural context. It is a fact that individuals have their own social histories (Hall, 2013) which are gained as they are born, such as gender, race, social class, and religion. Other social histories are developed as they are memberships of certain group, for instance, schools, work places, communities, etc. These social histories to which individual associated have shaped certain behaviours. Consequently, Hall adds that individuals may access to particular roles which shape their identities (p. 32).

Another scholar also tries to relate between identity and certain aspect to gain better description about identity. West (1992, as cited in Norton, 1997), relates the identity to desire. Any kinds of human's desire, such as desire of recognition and admiration, desire of being secure, etc. shape personal identity. However, he adds that those desires are influenced by person's capability to access material resources in society (West, 1992, as cited in Norton, 1997). Therefore, the changing situation of person in society will influence the shift of desires, which means alter their identity.

Meanwhile, Bourdieu (2000, as cited in Hall, 2013, p.36) introduces the notion of Habitus to describe identity. He says:

Habitus is a set of dispositions acquired through extended engagement in our everyday activities that dispose us to act in certain ways. We bring them with us to our social experiences, and are inclined to make sense of our experiences, and coordinate our actions with particular ways. (Bourdieu, 2000, as cited in Hall, 2013, p.36)

Referring to his idea of habitus, it helps us understand that the constructed identity is fully influenced by the process how individuals enact their daily lives (Hall, 2013). Those individuals perceive themselves and others acts, ideas and feelings toward particular things. Consequently, there are possibilities that the identity is constructed mostly effected by outside perceptions. Moreover, identity is constructed by environment and possible for any changes since the environment is dynamic (Ivanic, 1998, p. 12)

2.1.1.2 The Relationship between Language Use and Identity

It is mentioned in the previous, language and identity are interrelated. Norris (2007, as cited in Hall, 2013) claims that individual's identity is obviously seen under a circumstance of interaction between individuals. It means that interaction plays significant role in constructing individuals' identity, meanwhile within an interaction, language exists as a mean of communication.

Hence, the interaction occurs oral and written. In spoken language, speakers' identity basically is recognized based on the extent of certain features, for example how people pronounce the words in specific dialect usually lead them belong to particular group. However, there is certain situation in which speakers are demanded to put aside for a while their original, for instance, during a job

interview, a candidate should speak formally in order to gain good impression from the interviewer. In the contrary, written language needs more effort to recognize since the writers' identity is likely put inside the words, phrases, clauses, and sentences. The writings are merely just a product of thinking. Nevertheless, some scholars have tried to assure that "writing always conveys a representation of the self of the writer" (Ivanič 1994, 1995, 1998, Clark and Ivanič 1997, as cited in Ivanič & Camps, 2001, p.4).

2.1.2 Writing Identity

People use language to get recognized as taking on a certain role, that is, to build an identity. Gee suggests:

People often enact their identities by speaking or writing in such a way as to attribute a certain identity to others, an identity that people explicitly or implicitly compare or contrast to our own. People build identities for others as a way to build ones for themselves" (Gee, 2011, p.18).

Thus, identities can show the power or even the opposite. Through identities, the ones can find the activities, show who and how, and poses characters and characteristics. In this study, identity in writing is not a disappearing act but a way of connecting passion, point of view, experience, and identity with research, evidence, analysis.

According to Williams (2006), identity is always present in writing. He clarifies:

The idea that any writing can be disconnected from identity is absurd. There is no writing, not a scholarly article, a newspaper editorial, or a technical manual, that does not carry with it an identity of the author. The difference with these forms of writing is that the identity of the author is implicit and assumed. Identity is present in the best academic and scholarly writing as a

positive force. We have all read work by scientists, politicians, business executives, and others in which the power of what they say comes in part from the power of the identity they perform on the page (Williams, 2006, p.712).

That idea is in line with former idea by Ivanic (1998) who says that “writing is an act of identity”. The identity itself actually represents the socio-cultural situation in which writers live. Hence, the values, beliefs, and interests embody in the writing discourse (p. 32).

Furthermore, Ivanic and Camps (2001) adds that the notion of writing identity closely related to the self-representation in writing. They note that all aspects in writing including lexical, syntax, semantic, even the visual aspects in writing convey representation of self-of the writers. This indicates that every single of writers’ choices towards the use of words, words structure, and physical aspects such as the use of scheme, occupying certain font and size on page, refer to the writers’ self-presentation.

2.1.2.1 Writers’ Voice in Writing Identity

In light of the notions of writing identity, Ivanic and Camps highlight the term of “writers’ voice” in writing identity. Being the self-representation, they claim that voice is not merely “expression of writers’ own views, authoritativeness, and authorial presence” (Ivanic & Camps, 2001, p.8). Voice includes all aspects of writing, which mainly presents writers’ mind. This has supported what has been noted formerly by Ivanic (1998), as she notes that voices

means ideas and opinions which are conveyed in certain ways of words, grammatical, lexical, and syntactical choices (p.183).

Therefore, in regards to this study, the term of voice as self-representation which actually present in all discursal choices in the writings will be revealed. In other words, the language, particularly language writing, functions as “the manifestation of one’s agency” (Canagarajah, 2004, p.267). The manifestation itself actually can be related to person’s identities (such as ethnicity, nationality), institutional roles (such as being teachers, members of representative board), and subjectivity (such as being reflective teachers, competence students) (Canagarajah, 2004).

2.1.2.2 Second Language Writing Identity

In second language writing context, the notion of writing identity has encouraged many scholars to explore further. The fact that second language writers possess multilingual identities has brought them to a claim that they are in “unique identity situations” (Cook, Jay, Ortmeir-Hooper, & Schwartz, 2010). The unique identity situations are recognized since the second language writers are holding two or more different identities. They become members of two different communities of language, i.e. their first language and their second language each of which has different characteristics.

Regarding the influence of writers’ first language, it cannot be avoided that cultural aspect plays significant role in constructing identity. As experienced by Shen (1989), she must face different “ideological system” in writing between

English and his native Chinese. The research conducted by Hyland (2002) towards second language learners in using of first personal pronoun “I” also gains a conclusion that they tend to underuse the pronoun since it is contradict with their knowledge in their first language writing.

Regarding the problems that sometimes faced by second language writers, as mentioned in the previous, it is found out that they have a kind of “negotiating in writing” (Canagarajah, 2004). They do certain strategies to overcome the conflict that they experience. According to Canagarajah (2004), there are some strategies which are carried out, namely avoidance, accommodation, opposition, appropriation, and transposition (pp.271-284). Nevertheless, each of strategy has different outcomes which influence the existence of writers’ voice as well.

2.1.3 Aspects in Writing Identity by Ivanic

To observe the construction of self-identity in writing, Ivanic (1998) suggests that basically the self-identity is categorized into two groups, namely the actual identity of the writers themselves which is constructed in particular text; and the prototypical identities which establish by writers as the consequence of being part of socio-cultural context (p. 23). Thus, the actual identity of writers is manifested on three aspects, namely the Autobiographical Self, the Discoursal Self, and the Self as Author, and the prototypical identity is identified by the Possibilities for Self-Hood. Detail explanation of these aspects is clarified in following subsections.

2.1.3.1 Autobiographical Self

In Autobiographical Self, the focus in the identity construction is the notion that writers' backgrounds influence the act of writing (Ivanic, 1998, p.24). Ivanic notes that basically writers possess "social and discursal history" which will be appear in writing. She adds that since "the backgrounds" are dependent on writers' self, they are very dynamic. They may change as they follow the developing of life-history (p.24).

As the consequence, every single of word that writers produce in writing represent their experience during their lives including "direct and indirect encounters with people" (Ivanic, 1998, p.183).

Each word we write represents an encounter, possibly struggle, between our multiple past experience and the demands of a new context. Writing is not some neutral activity which we just learn like a physical skill, but it implicates every fibre of the writer's multifaceted being. Who we are affects how we write, whatever we are writing whether it is a letter to a friend or a dissertation. (Ivanic, 1998, pp. 181-182)

A clearer description of how writers' backgrounds influence the act of writing is displayed through the figure below:

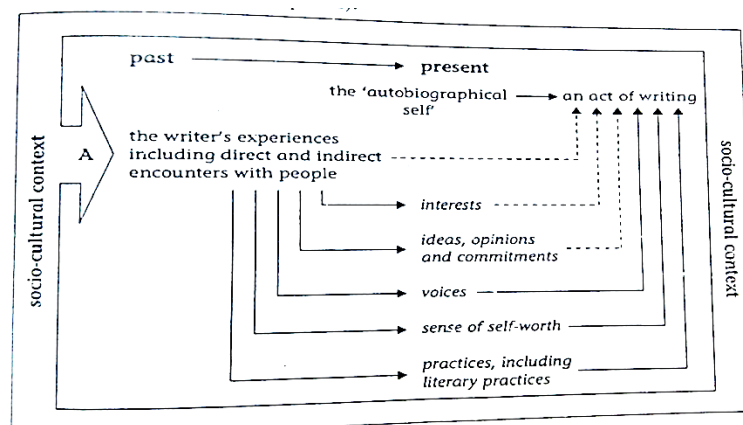


Figure 2.1 The effect of past experience on writing (Ivanic, 1998, p.183)

2.1.3.2 Discoursal Self

In regard to the aspect of Discoursal Self, Ivanic states that Discoursal Self is closely related to “the discourse characteristic of particular writing, the social and ideological consequence of those characteristics, the social interaction around the texts which influences writers make themselves that way, and the process which are involved in the construction of discoursal self” (Ivanic, 1998, p.25). In other words, she says that in this aspect, writers’ identity is manifested through the discourse choices of the text. The discourse choices will represent “the social values, beliefs, and power relations” (p.25).

Actually, formerly Fairclough (1992) has suggested the relationship between text and social context, and so has Halliday (1985; 1994; Halliday & Matthiessen, 2004). Their idea towards the link between social context and the “text” has brought the knowledge that “basically a text represents two types of content: social reality, and social relation and social identities (Fairclough, 1992, as cited in Ivanic, 1998, p.41). The social reality is equivalent to Halliday claims “ideational function”, and the social relation and social identities are equivalent to his claim “interpersonal function” as they are clarified in the next subsection.

2.1.3.3 Self as Author

The Self as Author, according to Ivanic (1998, p.26), is related to the concept of how writers see and present themselves as authors in writing. She states that the Self as Author is closely related to how writers establish their position, opinion, and belief: in the sense of authoritativeness. The sense of

authoritativeness appears in the way writers establish the authorial presence in writing. There are some possibilities which occur. Writers perhaps strongly establish their own opinion toward particular topic, whereas the others tend to provide many attributions from others' works. Also, writers present objective truth by which they might have similar opinion as others', as they also could be subjective that they take fully the responsibility of what they claim (Ivanic, 1998, p.26). In brief, the sense of Self as Author includes the answers of these questions such as "how actually writers establish authority in their writing and how writers present themselves and others as authoritative" (p.27).

Hence, to figure out the sense of writers' authority, the way writers attribute others idea becomes a feature which could be analyzed. Therefore, everything in regard with assertions others' idea, such as quoting and paraphrasing, is analyzed. Based on the analysis there will appear how writers establish their identity whether they are agree, disagree, or neutral towards other writers' belief and idea (Ivanic, 1998, p.187).

2.1.3.4 Possibilities for Selfhood

To differ from the first three aspects of writing identity, the aspect of Possibilities for Selfhood shapes a sense of "social identities" (Ivanic, 1998, p.27), not just the actual of the writers. The social identity means that a particular way might represent numbers of people and not just an individual. Therefore, considering the fact that writers are surrounded by social context which influences the discourse (Fairclough, 1989, as cited by Ivanic, 1998, p.41), this aspect wants

to look what lies beyond the writing linked to the social context around the writers.

Regarding this aspect, Ivanic suggests that the possibilities for Selfhood occupy multifaceted elements (Ivanic, 1998, p.27). The elements here mean any possibilities as the impact of writing position in social context. As clarified by Ivanic (p.28), a writing might be interdisciplinary study since it might support two different fields of study, for instance language teaching strategy and child psychology. Possibilities for selfhood also enact any conventions among writers in regard to the way particular features are presented. Thus, we can distinguish one type of writing to another since every single type has its own characteristics (p.28).

Also, Ivanic reveals that this aspect implicitly represents such a power relationship by which writers could not act as individuals. Due to the fact that a writer wants to be recognized as individual has made the writer shapes particular identity which is basically different. This, eventually, does not give significant contribution to the changing of what have existed (p.28).

2.1.4 The Notion of Three Language Functions by Halliday

To view the relationship between language and identity, this present study employs what has been proposed by Halliday about language in social-semiotic perspective (Halliday, 1985; 1994, as cited in Ivanic & Camps, 2001; Halliday & Matthiessen, 2004). He conveys that study about language is not merely semiotic. Social perspective should be considered since meaning is very open to any

contexts. He claims that “the basic function of language is in relation to making sense of experience and acting out social relationship.

Meaning that is conveyed by language is not freestanding. It is dependent on contexts, (Halliday, 1985;1994, as cited in Ivanic, 1998).

He adds that the term contexts including context of situation and context of culture (Halliday, 1985; 1994, as cited in Ivanic, 1998, p.39). The context emphasizes on actual situation in which the activities, the interlocutors engaged in interaction determine meaning including the linguistic choice. Meanwhile, in context of culture, the relevancy of meanings towards certain context is mainly considered. It may occur that certain meaning is applicable in the past but not in present.

Unfortunately, Halliday does not give any details about the nature of each context. For instance, in context of culture, to determine whether meanings are relevant or not is quite relative. It may happen that for particular group, certain terms are acceptable, but for other groups, they are avoided. Furthermore, different interpretation of the notion “actual” leads to ambiguity whether or not it has time limitation to be claimed “actual”.

Thus, he proposes three functions of language, namely ideational function, interpersonal function, and textual function. Referring to those three functions of language, the clarification will be presented in the following subsections.

2.1.4.1 Ideational Function

According to Halliday (1985; 1994, as cited in Ivanic & Camps, 2001; Halliday & Matthiessen, 2004) Ideational function represents the content function of language. This function performs how language encodes cultural experiences. The main focus on this function is to identify the phenomena of the environment, such as creatures, objects, actions, events, states and relation described through language. They also note that “language provides a theory of human experience”. This statement has explained that language exactly presents human experience. It names all things including the objects, then they are configured with any categories, locations, and names for doing so.

In light of this knowledge, Ivanic and Camps (2001) employ this function to explore writers’ identity in regards with how writers present their ideas, values, beliefs, and interests in writing. They categorize some aspects which help the analysis of lexical, syntactic, and rhetorical choices produced by writers. The aspects are: associating with writers’ interests, objects of study, and methodologies; writers position themselves towards their values, beliefs, preferences; and writers’ knowledge making. The first aspect refers to the lexical range employed by writers which showing their interests, objects of study and methodologies. The second aspect emphasizes on particular values that possessed by writers which are represented through the lexical and syntactical choices, in this case how writers engage with head nouns, stock of words or lexis, and passive forms. The third aspect talks about writers’ knowledge in constructing the text.

Dealing to academic writing, writers are truly aware of particular knowledge in text construction including when they align to others' works.

2.1.4.2 Interpersonal Function

The fact that when “when we use language, there is always something else going on” leads to an idea that language actually presents our personal and social relationship with others around us (Halliday, 1985; 1994, as cited in Ivanic & Camps, 2001). The language, actually does not merely convey ideas, interests, and tell what has been doing, but it also functions as a mean of conveying speaker or writer attitudes through which they influence the attitudes of others (Ivanic & Camps, 2001). Hence, when people give an order, e.g. “Open the door”, or make an offer by using “would you mind opening the door?”, this has already built such an interpersonal relationship among participants. Hence, to emphasize on this relationship between writers and readers, Ivanic and Camps (2001) reveal writers' identity in terms of different degrees of self-assurance and certainty; and different power relationship between writers and readers. In case of degrees of self-assurance, it is presented in three indicators, namely the presence of categorical present tense verbs; modality; and the authorial presence.

Concerning with the presence of categorical present tense verbs, basically the present tense indicates general claim (Lackstrom, Selinker, & Trimble, 1972, as cited in Shaw, 1992, p.303). The general claim implies a sense of self-assurance since the claim is considered general truth which is accepted as well. Therefore, by employing present tense verbs, writers position themselves being

the “statement holder”. This position mainly describes different power relationship between writers and readers.

In case of modality, Halliday (Halliday & Matthiessen, 2004, p.618) offers four types of modality which represent the degree of self-assurance, namely probability, usuality, obligation, and inclination. The probability has the lowest self-assurance and the inclination implies the highest one. These types become the analytical tools to figure out the intended sense of any modalized verbs which occur. The results probably have sense of high probability which means less tentativeness.

Besides, in case of the authorial presence, the occurrence of personal reference and the first personal pronouns are the focus of the analysis. According to Tang and John (1999), there are several roles of “I” which are presented in writing, namely “I” as the representative, “I” as the guide through the essay, “I” as the architect of the essay, “I” as the recounter of the research process, “I” as the opinion holder, and “I” as the originator. This study will not discuss these roles one by one since they do not the focus of this study. However, the analysis of the presence of “I” will apply those roles in order to obtain a description of how writers build their relationship with readers.

Interpersonal Function also manifests the power relationship between writers and readers. It might look overlapping with the previous since the object of discussion is similar, i.e. the occurrence of first personal pronouns. However, this aspect more emphasizes on the effect of the authorial presence towards readers whether it indicates writers’ full-authority.

2.1.4.3 Textual Function

Textual function represents how a text (spoken or written) is constructed (Ivanic & Camps, 2001). The construction is not only in term of lexical, syntactical choices, but also includes the “physical appearance of the text”. This argument is mapped based on what has been clarified by Halliday (Halliday & Matthiessen, 2004) who states that “there is another mode of meaning which relates to the construction of text”. Therefore, the way writers display the text including any pictures and charts usage, and particular font and size contributes in establishing the textual function (Ivanic & Camps, 2001). Regarding this aspect, writers’ assumption and interests towards certain modes influence the mode choices.

2.2 Previous Study

Having a big interest in writing Identity, Ivanic (1998, p.23) has conducted some studies related to this notion. Referring to how writers construct their identities in writing, she formulates four aspects of identity namely Autobiographical Self, Discoursal Self, Self as Author, and Possibilities for Selfhood. There were eight co-researchers who are all native speakers of English and have sufficient experience in academic writing. They were assigned to write one complete academic essay which was in accordance with their interests. Since they aligned with different backgrounds, the essays had various topics. Their writings were considered very natural since they did not know if their essays

would be examined. She also conducted some interviews with her co-researchers in order to get their opinions regarding their essays.

Using those four aspects of writer identity, Ivanic investigated how writers projected themselves in their writings. She analyzed certain extracts from each essay and the co-researchers' answers from the interview. Regarding the first aspect, Autobiographical Self, she concluded that being mental resources, writers' intentions including their interests, ideas, opinions, etc, and writers' encounters with others' intentions play significant role in constructing writing discourse (Ivanic, 1998, p.213). In addition, writers' intentions made writings something personal since they employed words which have been "populated with their own intentions" (Ivanic, 1998, p.213). Meanwhile the second aspect, Discoursal Self, more concerns how writer identity is "discoursally constructed" (Ivanic, 1998, p.255). The Discourse construction may project their positions, values and beliefs in certain community. Concerning with the third aspect, Self as Author, she notices that notion of writer's authority was closely related to the term self-positioning towards others' ideas. She found out that aligning with someone's idea, a writer probably supported, refused, or abstained. Also, the last aspect, Possibility for Selfhood, much emphasizes on the writers' representation of themselves being members of a community, for instance academic community. She found out that writers depicted certain roles in the community.

Another study conducted by Ivanic in collaboration with Camps (2001) also revealed how writers constructed their identities. They noted that similar to phonology and prosodic features of speech which act presenting speakers'

identities, lexical and grammatical features in writing also reveal writers' identities (Ivanic & Camps, 2001). Besides, they emphasized on the concept of voice as self-representation. In line with Bakhtin's claim that all writings contain writers' voice as the consequence of encountering writers' experience in genres and discourse (Bakhtin, 1981, as cited in Ivanic & Camps, 2001), Ivanic and Camps investigated how the voice was represented through the lexical and grammatical choices. Therefore, they conducted a research towards 6 postgraduate students who were assigned to write 3 texts for each student. Adopting the three macro functions of language from Halliday, namely ideational function, interpersonal function, and textual function (Halliday, 1985; 1994, Halliday & Matthiessen, 2004), Ivanic and Camps elaborated the way writers position themselves in writing, and identified the characteristic of positioning whether it was simultaneous positioning or heterogeneous positioning.

Based on the analysis, it was obtained that in case of ideational positioning, all writers employed particular lexical which represented their interest towards the topic. Meanwhile in case of interpersonal positioning, the analysis revealed how writers built relationship with reader. It was found out that writers employed such lexical and syntactical choices which represented their self-assurance including tentative or assertive, and showing equality between writers and readers. In case of textual positioning, eventually writers had preferences modes to display the texts (Ivanic & Camps, 2001), for instance, particular writer preferred to employ long noun-phrases, the use of chart, schema, different font size, etc.

In addition, those three types of positioning basically were simultaneous and heterogeneous. The research revealed how certain features might act not only in ideational positioning but also in other positioning types. Likewise, writers displayed multiple voices in the text which were changing over time. There was possible situation in which a writer employed different modes of communication in different text he or she produced.

2.3 Theoretical Framework

The theoretical framework is described in Figure 2.2 as follows:

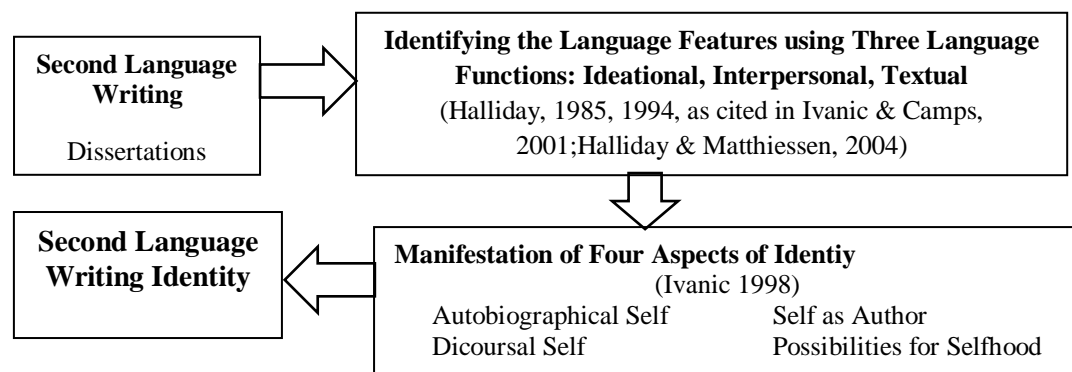


Figure 2.2 Theoretical Framework

The study was conducted to investigate how second language writers construct their identity in their writings. Particularly, this study focused on academic writing in form of Dissertation. Adopting the works Ivanic and Camps (2001) and the framework of Systemic Functional Language (Halliday, 1985; 1994, as cited in Ivanic & Camps, 2001 ; Halliday & Matthiessen, 2004), the Dissertations were identified to find out the presence of the Ideational Function,

Interpersonal Function, and Textual Function on writing. Each function employed particular features which were represented on the discorsal choices on the writing.

Then, the findings of the analysis were classified whether the four aspects of writing identity proposed by Ivanic, namely Autobiographical Self, Discorsal Self, Self as Author, and Possibilities of Self (1998, p.23) were manifested on the findings. The results of the manifestation would be the second language writing identity in case of this focus of this study.

CHAPTER III

METHODOLOGY

This chapter presents the methodology employed in this research. It explains in brief the research approach used and the design of the study. Sources of data, how they were collected and analyzed are also explicated.

3.1 Research Approach Adopted

Regarding the research problems which have been stated in Chapter I, a qualitative method was implemented as the research method. The non-numerical data which was gathered then analyzed using certain coding features which is openly flexible depending on the process of investigation (Dornyei, 2007) has aligned this research into a qualitative research.

The first research question sought to figure out writers' identity in the framework of three language functions proposed by Halliday (1985; 1994, as cited in Ivanic & Camps, 2001; Halliday & Matthiessen, 2004), namely Ideational Function, Interpersonal Function, and Textual Function. Each function basically has specific features which later to be the investigation indicators. Whereas, referring to the second research question, the four aspects of writing identity proposed by Ivanic (1998) were employed to figure out further the identity constructed. Accordingly, a coding practice was implemented to gain a meaningful understanding with the observed phenomena (Dornyei, 2007,p.38)

3.2 Research Design

This research is considered as a text analysis since the writing products, in this case the doctoral dissertation, mainly becomes the analyzed text. In accordance with the first research question, the coding was conducted based on the indicators of each language function. The indicator might include any lexical, grammatical and discourse features, such as the use of first personal pronouns, and the quotations emerge in the text. Then, the second research question was answered based on the findings of first research question. The occurrences of identity in those three language functions were analyzed in each aspect of writing identity.

3.3 Source of Data

The sources of the data were taken from the Doctoral Dissertations written by students of English Applied Linguistics in one private university in Jakarta. The dissertations were picked to be the textual source of this research. They were obtained from the university library database. Those five Dissertations became a convenience sampling since the numbers were considered sufficient to get the needed data. In selecting the Dissertations, I considered the topics of Dissertations which were discussed, therefore the topics of the selected Dissertations were various.

It is also considered that doctoral candidates are advanced student writers, that they possess sufficient knowledge in English writing, including in grammar

use and ideas development. I assumed that they had accustomed to write academic writing and they did not deal anymore with any grammatical errors. Hence, this present study obtained qualified data which were suitable with the focus on this study. The followings are details of the five Dissertations:

Table 3.1 *The five Dissertations*

Writer's Initial Name	Title of Dissertation
AM	Investigating the Language Use in Public Sign : Study of Linguistic Landscape in Jakarta
GW	Making Sense of Teacher Stories : Fostering Reflective Practices in the Teaching Practicum
ID	EFL Learners' Metaphor Competence : English Proficiency, English Exposure, and Learning Style
HT	English Collocational Mismatches in Second Language Writing
SS	The Construction of Self in Academic Writing : A Qualitative Case Study of Three Indonesian Undergraduate Writers

These Doctoral Dissertations were selected in order to get factual illustration of writing product in second language learners' context. Since the second language learning competency in writing still remains in debate, it is assumed that dissertation writers have already achieved high competency in the field of study they concern and in the language use. Therefore, despite of considering the language writing competency of these writers, the analysis of writers' identity in writing was conducted. Besides, the findings of the present research do not influence the quality level of the dissertations, since this project is merely for scientific purpose.

3.4 Procedures of Data Collection

Regarding the first research question “Adopting the three language functions proposed by Halliday (1985; 1994, as cited in Ivanic & Camps, 2001), how do L2 writers construct their identity in writing?”, the data were collected using the following procedures:

1. Reading Chapter IV or Chapter V of those Dissertations. Generally, Chapter IV, in certain Dissertations Chapter V, elaborates findings and discussion of the study. I considered that this chapter described how writers dealt with the obtained data and processed them. In the process of analyzing and data in accordance with the related theories, writers’ identity might appear through the written discourse. Hence, this present study wanted to reveal what implicitly existed beyond the text discourse. Besides, to avoid a wide discussion, I focused on Chapter IV or V.
2. Selecting certain extracts from Chapter IV or V. The main data of this present study were extracts which were selected from Chapter IV or Chapter V. Those extracts considerably supported to answer the first research questions. These extracts appeared in Calibri (like this). The extracts were exactly cited from the original text with their punctuations and capitalization. The extracts were selected by considering the intended features contained in the extracts.

Since this study was divided into some subsections in which certain features were discussed, I provided the extracts for each subsection

discussed. However, those extracts function as illustration not representation of how certain text features constructed writers' identity.

Regarding the second research question "How are L2 writers' constructions of identity manifested the four aspects of identity proposed by Ivanic (1998)?", the intended data were the findings of the first research question. The extracts and their analysis which were considered to manifest the four aspects of identity were selected.

3.5 Procedures for Analyzing Data

To answer the first research question "Adopting the three language functions proposed by Halliday (1985; 1994, as cited in Ivanic & Camps, 2001), how do L2 writers construct their identity in writing?" and the second research question "How are L2 writers' constructions of identity manifested the four aspects of identity proposed by Ivanic (1998)?", this study followed the procedures below:

Basically, the main frameworks employed in this study were the three language functions (Halliday, 1985; 1994, as cited in Ivanic & Camps, 2001) and the four aspects of writing identity (Ivanic, 1998). The first frameworks were clarified into some features which were employed as the analytical tools. The features are mentioned as follows:

The Ideational Function was analyzed through the presence of how writers associated themselves with their interests, objects of study, and methodologies; writers position themselves towards topics: values, beliefs, preferences; and

writers' knowledge making. In the first section, the extracts were analyzed to find out the linguistic characteristics which implied writers' interests through the particular terminology related to the topic discussed. In the second section of how writers position themselves towards topics, there are some specific features which were employed to explain this section, namely:

- a. Noun Choices: cover the noun usage as head nouns. There are classifications of nouns which act as head nouns, whether they are animate or inanimate. The animate nouns are also classified whether they are human nouns or any people in writer's experience. The human nouns themselves are broken down into group of people the writers have met through reading and types of people (Ivanic, 1998, p.266).

Meanwhile the inanimate, the classification includes inanimate concrete mass/count, inanimate abstract, action, place, and fact (Halliday & Hassan, 1984, p.274).

The analysis was conducted by grouping the nouns according to their classifications (animate or inanimate). Then, they were analyzed to find out what the writers' intention to employ particular nouns.

- b. Lexis: the stock of words which are focused on is any words which are associated with academic community. Since the data source was academic writing text, it was assured that there were many academic words which occurred in the text and other lexical choices which commonly became characteristics academic text. Then, the analysis toward those words was conducted to seek out the intellectual process,

since many words align with argumentation, defining or classifying, and abstracting or generalizing (Ivanic, 1998, p.271).

- c. **Passive Form:** Passive form is mostly employed in academic writing, since it is considered to reduce writer's subjectivity. By omitting the agents, the form intends to reveal the objectivity of a statement. It becomes one common feature in academic writing. For this reason, the analysis was conducted to find to what extent writers employed passive form.

Meanwhile in third section: writer's knowledge making, the analysis emphasized on the presence of others' knowledge in the text as the characteristic of academic writing. The analysis included how writers positioned themselves towards the others' knowledge, whether they assimilated to the knowledge, countered or supported the opinion.

The Interpersonal Function is divided into two sections, namely different degrees of self – assurance and certainty, and different power relationship between writers and readers. Then, each section was clarified into some subsections. The first section consists of 3 subsections, namely:

- a. **The Presence of Categorical Present Tense Verbs:** The present verbs are analyzed since they indicate self-assurance of a general truth of a fact (Ivanic & Camps, 2001).
- b. **Modality:** In case of modality, the analysis mainly focused on the use of modalized verbs. According to Ivanic (1998), modalized verbs are able to

describe writers' position, such as showing tentativeness, certainty and uncertainty, and speculation.

- c. The Use of Authorial Presence: The authorial presence is manifested in the occurrence of authorial reference such as the writer, the author, etc, and the use of first personal pronouns in text. All of the features indicate the sense of authorativeness towards certain claim.

Also, in the second section, the analysis revealed the power relationship which exists between writers and readers. There are some possibilities which might occur whether writers put themselves: as the opinion holder (Tang & John, 1999), equal to the readers, or lesser than the readers.

The third function is Textual Function. It observed the writing based on the physical appearance of the writing product including how they displayed the text and paralinguistic features which appeared (Ivanic & Camps, 2001). The paralinguistic features can be the letter font, the use of capital letter for particular term, the use brackets to show specialty.

After coding the extracts based on the language functions above, the finding extracts and their analysis were observed to seek out how they manifested the four aspects of identity by Ivanic (1998). Each aspect had particular values to emphasize on. Therefore, the reflection here was a process to reveal how the three language functions supported constructing writers' identity based on the four aspects. Thus, the followings are brief descriptions of the four aspects of identity proposed by Ivanic.

The first aspect is Autobiographical Self. This aspect indicates how writers write in certain way they do (Ivanic, 1998, p. 25). This is closely related to writers' background and writers' habits in context of the way they write certain text.

The second aspect is Discoursal Self. This aspect refers to common discourse characteristic of particular writing (Ivanic, 1998). This study adopted what has been done by Ivanic (1998) and Ivanic and Camps (2001) in which writers aligned with lexical and grammatical choice (Ivanic & Camps, 2001). Besides, this aspect concerns to how language used in writing relate to values, beliefs, power in social context in which the texts are written (Ivanic, 1998, p.25).

The third is Self as Author. This aspect concerns writers' position, opinions, and belief (Ivanic, 1998, p. 26) in their writing. To figure out the sense of writers' authority, the way writers attribute others idea and the way writers claim, suggest, argue something are analyzed.

The fourth aspect is the possibilities for self-hood. Constructing possibilities for selfhood as a member of an academic community brings effect of possibilities that writers contributed to the establishment of particular conventions. In addition, being members of academic community might affect to the homogeneity or heterogeneity in language use.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter answers the research questions formulated in Chapter 1 as well as the discussion of the findings.

4.1 Research Question 1 “Adopting the three language functions proposed by Halliday (1985; 1994, as cited in Ivanic & Camps, 2001), how do L2 writers construct their identity in writing?”

Regarding the first research question “Adopting the three language functions proposed by Halliday (1985; 1994, as cited in Ivanic & Camps, 2001), how do L2 writers construct their identity in writing?”, the dissertations were analyzed under the framework of three macro-functions of language proposed by Halliday (1985; 1994, as cited in Ivanic & Camps, 2001; Halliday & Matthiessen, 2004), namely Ideational Function, Interpersonal Function, and Textual Function (see chapter 2). Each function has different feature characteristics including lexical and syntactical choices. Some extracts were selected to show the occurrence of those functions.

4.1.1 Ideational Function

In this section, I found out how lexical and syntactical choices represented the way writers dealt with ideas and views regarding to topic they discussed

(Ivanic & Camps, 2001). To adopt Ivanic and Camps' (2001) study, the Ideational Function includes how writers align with their interests, objects of study and methodologies; how writers position themselves towards topics: values, beliefs, preferences; and different views of writers' knowledge making. Those characters are explicated more in particular features in the following sub-sections.

4.1.1.1 Associating with Writers' Interests, Objects of Study, and Methodologies

It is considered that any topics which are developed and elaborated in writing form are in line with writers' interests to certain study. In other words, the chosen topic will not go far from writers' interests or at least the field which writers are expert at.

Writing academic essays of certain topics will deal with particular terminologies related to those topics. It determines how writers position themselves being part of particular field of study and indicating how they engage in the nature, the system, the habits, the tradition of particular field of study (Ivanic & Camps, 2001).

Regarding this argument, I had selected some extracts from each Dissertation through which I wanted to show how writers employed certain terminologies according to their interests, objects of study and methodologies.

Extract 4.1 AM – Linguistic Landscape (Chapter 5, p.126)

The evidence suggests the role of English as **a language for commerce** (Crystal, 2003). Third, English is **a prestigious language** in both Israeli and Jakarta LLs. The two are **non-English speaking countries**, in which English is not **an official**

language. English receives a higher prestige than Indonesian in Jakarta LL, which suggests an extended **diglossic situation** (Hudson, 2001, p. 229). Fourth, there are more **local language communities** in Israel, i.e. Hebrew and Arabic and they are present in the public signs. In the five different research areas in Jakarta there are more different local language communities, but they are not represented in the public signs. The **national language**, Indonesian, is the major language in public signs, accompanied by English to a certain degree. So, **multilingualism** marks the LL in Israel while **monolingualism** tends to mark the LL in Jakarta. In that regard, fifth, there are more various target readership of public signs in Israeli localities: **monolingual Hebrew speakers**, monolingual Arabic speakers, monolingual English speakers, **bilingual Hebrew-Arabic speakers**, bilingual Hebrew-English speakers, bilingual Arabic speakers, and **multilingual Hebrew-Arabic-English speakers**. In the LL of Jakarta, the major targeted audience is monolingual Indonesian speakers.

From extract 4.1, it is how AM employed sociolinguistic terminologies in her Dissertation. The terminologies are: *a language for commerce, a prestigious language, LL, non-English speaking countries, an official language, diglossic situation, local language communities, national language, multilingualism, monolingualism, monolingual (Hebrew) speakers, bilingual (Hebrew-Arabic) speakers, and multilingual (Hebrew-Arabic-English) speakers.*

It is interesting to figure out that the terminologies are mostly in a form of noun phrase. However, there is a difference in the way the writer constructed those noun phrases. To take an example, the phrase *prestigious language*, the phrase consists of the words *prestigious* (modifier) and *language* (core word). Both of them are not particular term in sociolinguistic, however since they were combined into a noun phrase, the noun phrase becomes a specific terminology, particularly in context of this Dissertation. Probably, AM mentioned solely that *English is a prestigious language in both Israeli and Jakarta LLs* (extract 4.1).

Whereas in case of *diglossic situation*, *local language communities*, *monolingual Hebrew speakers*, *bilingual Hebrew-Arabic speakers*, and *multilingual Hebrew-Arabic-English speakers*, those noun phrases contain sociolinguistic terms such as *diglossic*, *local language*, *monolingual*, *bilingual*, *multilingual*. Basically, they have been specific terms in that field. However, in this context the writer wants to get more specific description related to certain cases. Therefore, AM employed them as modifier, for instance the phrase *diglossic situation*. It means situation in which the term *diglossia* occurs. Another illustration is *bilingual Hebrew-Arabic speakers*. It successfully informs readers regarding particular speakers who are bilingual.

Another case is the use of noun phrases such as *national language*, *official language*, and *non-English speaking countries*. They seem familiar not only in sociolinguistic study but also in another field. Therefore, I considered that they illustrated shared terminology which becomes specific according to the context of the topic discussed.

Regarding another terminology, here are extracts in which contain particular terminology related to the writer's topic. I tried to organize the terminology from the general one to more specific.

Extract 4.2 AM – Linguistic Landscape (Chapter 5, p.132, lines 1 – 8)

The third group is bilingualized signs. In Prapatan, there are six sub-categories of the bilingualized signs:

Bilingualized signs that contain **code-mixing**, Bilingualized signs that contain **English borrowing**, Bilingualized signs that contain **Indonesian borrowings**, Bilingualized signs that contain **English borrowing and English idiosyncrasies**, Bilingualized signs that contain code-mixing and English borrowing, Bilingualized signs that contain **code switching**

From Extract 4.2, I found out some terms which commonly occurred in sociolinguistic study, such as *code-mixing*, *English borrowing*, *English idiosyncrasies*, and *code-switching*. However, in this context, those common terms become specific since they are related to *bilingualized signs* as the topic discussed. In other words, AM limited the common features, such as code-mixing, code-switching etc., to what occur in the bilingualized signs she observed.

Extract 4.3 AM – Linguistic Landscape (Chapter 5, p.135, lines 5 - 8)

There is one bilingualized sign in this category. The English nouns *camera* and *cctv* are borrowed, but they are used in Indonesian noun phrases. A **morphosyntactic idiosyncrasy**, i.e. a change of noun phrase structure from English *CCTV camera* into the Indonesian noun phrase structure *camera CCTV* is present in one sign of FIN sector (vide Table 35).

Extract 4.4 AM – Linguistic Landscape (Chapter 5, p.157, lines 14 – 18)

Meanwhile, the idiosyncrasies can be categorized into two. The first is **orthographic**: an addition and deletion of letters as exemplified in *vaccu[m]* in sign #1. The second is **morphosyntactic**: (1) a deletion of past participle *-ed* in *furnish* in #1 and (2) a change of English into Indonesian noun phrase structure as in *test food* and *demo make up* in #2.

Whereas Extract 4.2 contains general terms, Extract 4.3 and 4.4 contain more specific terminologies. The term *morphosyntactic idiosyncrasy*, *orthographic*, and *morphosyntactic* are considered specific since AM should provide additional information in regard with those terms. She wrote “A *morphosyntactic idiosyncrasy*, i.e. a change of noun phrase structure ... into *Indonesian noun phrase* ...” (Extract 4.3). This indicates that the terms are not as familiar as previous one (in Extract 4.2), hence definition about the terms should be added to avoid misinterpretation.

Extract 4.5 GW – Fostering Reflective Practice (Chapter 4, pp.126 – 127)

Although the first **scenario** might seem perfect, as a matter of fact both of these scenarios are far from ideal. The first scenario provides the prospective teacher with great amounts of support. The teacher gets all the help he or she can get. However, this too is not feasible in the real world as there will never be a sufficient number of **teacher educators** to provide that kind of support and attention to every **student teacher**. Furthermore, the **constant scaffolding** provided will make it difficult for the student teacher to develop into **independent learner**. The other scenario is definitely every student teacher's nightmare. Many who survive this type of **practicum** might decide they don't want to become teachers after all. Those who decide to stay in the profession manage to survive but there might be a possibility that their learners are not learning what they are trying to teach. The experience of most teachers will probably be somewhere in the middle, veering towards the "sink or swim" end of the spectrum.

With the general lack of trained teacher educators in comparison to the growing number of students entering teaching education (Marcellino, 2008) a system has to be found which will provide the student teachers with the support they need but simultaneously prepare them to become independent learners.

It is quite different from previous random extract that in GW's random extract the occurrence of particular terminology in language teaching is lesser than the sociolinguistic study one. Based on extract 4.5, there are no specific terms, however there are some words and phrases which commonly appear in language teaching discussion, such as *scenario*, *teacher educator*, *student teacher*, *independent learner*, *constant scaffolding*, and *practicum*. Those words and noun phrases were mentioned many times. Particularly for *teacher educator*, *student teacher*, and *independent learner*, I assumed that in this writing context those phrases had been specific since they were actually the focus of GW's Dissertation. They implied writer's objects of the study.

Here are some extracts which were picked up in which certain terminologies related to language teaching occur.

Extract 4.6 GW. – Fostering Reflective Practice (chapter 4, p. 151, lines 19 - 22)

She realized they needed variety so she combined a cognitive activity with some physical action. She also became aware of the imbalance of **TTT (teacher talking time)** compared to **STT (student talking time)** and she tried to increase STT by doing creative activities to push her students to participate. Facing the “**silent students**” she realized that it was her “job as a teacher **to wake them up, to energize** them by having an interesting lesson”

From extract 4.6, the terms such as *TTT* or *teacher talking time*, *STT* or *student talking time*, and *silent students* also commonly appear in language teaching discussion. Since they appeared firstly in this writing, it was necessary for GW to add information (in brackets) what the terms *TTT* and *STT* stand for, as it is shown in extract 4.6. Hence, she considered that *TTT* and *STT* were not familiar enough to readers.

Besides, the use of metaphor to describe “teacher’s job” is interesting. Dealing with *silent students*, the use of verbs such as *to wake them up*, and *to energize* have encouraged readers to digest what actual meaning those verbs. The metaphor mainly wants to say how to make the silent students speak up. In this context actually, GW merely reported how her respondent dealing with respondent’s silent students. However, her decision to assert those verbs had created a particular terms in form of metaphor.

Extract 4.7 GW Fostering Reflective Practice (Chapter 4, p. 163, lines 19)

In addition, she questioned the use of the **TOEIC** to assess the students and the effects it had on the students (Ida RJE 3). Questioning the wider implications of the TOEIC led her into critical reflection.

It is also important to notice how GW asserted such abbreviation namely TOEIC (extract 4.7). In language teaching field, types of test like TOEIC, TOEFL, etc. have been very common, and even those tests have been such a proper name. Hence, it is not necessary to mention what TOEIC, for instance, stands for. It is assumed that readers have been already familiar with that term. To compare with previous example, TTT and STT (extract 4.6), if the writer just mentions those abbreviations, there will be possibility of misinterpretation among readers.

Extract 4.8 ID – Learners’ Metaphors Competence (Chapter 4, p. 135)

This subsection presents the results of the **correlation** between the learners’ metaphor production and their learning styles, followed by the results for each learning style. The **Pearson Chi-square test** to see the relation between the learners’ metaphor production and their learning style showed that **P-value** was 0.997. This means that **Ho** was accepted and that learning styles did not have a significant correlation with their metaphor production.

In order to find out which group was better at metaphor production, **the mean** of each learning style was calculated and compared. The order of the learners’ ability based on the means of their learning style was **converger** (2.76), **assimilator** (2.33), and **accommodator** (2.21) (Table 4.13). When the means were compared statistically **using t-test** for equality means, the differences were not significant except for the means of accommodators and convergers (**Sig.2-tailed** 0.035), and the means of convergers and divergers (sig2-tailed 0.049). In this data, convergers whose mean was the highest, had the fewest member i.e. nine learners (Table 4.12)

Another effort to know the best learner based on their learning styles was dividing the learners into two group – the high score metaphor production learners and the low ones – based on the mean of the scores, 2.40.

The findings chapter in the third Dissertation is much concerning to statistical calculation for research. Conducting a quantitative research, ID tried to describe completely what her research findings. She described in details the result numbers, the calculation, and the effects towards all variables. As it is known that

a quantitative research emphasizes on findings research which is presented in numbers. There are so many statistical jargons, such as *correlation*, *Pearson Chi-square*, *P-value*, *Ho*, *the mean*, *t-test*, and *Sig 2-tailed*. Basically all the terms are very common in statistical research. However, for particular readers who are not knowledgeable enough in statistics, those terms might make them difficult to understand the text.

Extract 4.9 HT – Collocational Mismatch (Chapter 4, p. 92)

From Graph 5.2, it is identifiable that the mismatches can be either **interlingual** and **intralingual** (henceforth the interlingual mismatches and the intralingual mismatches are used to refer to the interlingual errors and the intralingual errors respectively). The interlingual mismatches are caused by the L1 interference while the intralingual mismatches are caused by (1) ignorance of **grammatical /semantic restrictions**, (2) **L1 interference**+ignorance of grammatical /semantic restrictions, (3) **false concept hypothesized**, (4) **overgeneralization**, (5) ignorance of grammatical /semantic restrictions+false concept hypothesized, and (6) L1 interference+ignorance of grammatical /semantic restrictions+false concept hypothesized.

Out of 106 mismatches, sixty-three (59.434%) are caused by ignorance of grammatical /semantic restrictions, followed by thirty-three (31.132%) caused by L1 interference + ignorance of grammatical/semantic restrictions, six (5.661%) caused by false concept hypothesized, while two (1.887%) are caused by overgeneralization, one (0.94%) by ignorance of grammatical/semantic restrictions + false concept hypothesized, and one (0.943%) by L1 interference + ignorance of grammatical/semantic restrictions + false concept hypothesized.

When seen in detail, the list indicates that what seem to be the problematic elements of the combinations which cause the collocational mismatches are the verbs in the **NV and the VN patterns**, and prepositions in the **VPrep** and the **NPrep** patterns, which are all due to the ignorance of grammatical/semantic restrictions, and the L1 interference + the ignorance of grammatical/semantic restrictions.

To discuss Collocational Mismatch, HT in his Dissertation deals a lot with word constructions. The collocational patterns such as *NV*, *VN*, *VPrep*, *NPrep*, and many more become the core of his discussion. Besides, he also noticed some

terminologies (Extract 4.9), namely *L1 interference*, *grammatical/semantic restriction*, *overgeneralization*. Those terms are quite familiar when talking about error analysis in second language learning (Tarone & Swierzbin, 2009, p.13). In HT's Dissertation, those terms actually are also dealing with language errors. Those terms are considered as source of collocational mismatch (Extract 4.9). Hence, they are depending on context since another context might share similar terminologies.

The fifth Dissertation, written by SS, has another characteristic which is not found in other Dissertations. He was likely to use phrases which were put between quotation marks. Those phrases could be quoted from another author or originally his. The illustrations are presented in the extracts as follows:

Extract 4.10 SS - Construction of Self in Writing (Chapter 4, p. 106, lines 15 – 19)

Also, her potency as a rational being bestowed with **“imaginative thought”** is being self-summarily dismissed and treated as being irrelevant. In essence, her **“idiolect”** or **“vernacular”** as a friction writer is subjugated and desisted, because it is not deemed conventionally desired.

Extract 4.11 SS – Construction of Self in Writing (Chapter 4, p.109, line 6)

In this respect, students also construct an **“author-saturated”** text (Geertz, 1988), indicated by the presence of individual or personal voice with the first person pronoun.

Extract 4.12 SS – Construction of Self in Writing (Chapter 4, p.127, lines 3-9)

Expressions of disappointment, repugnance, dislikes, frustration, aversion, condemnation, even profanities and sarcasms found in the pedagogical safe-house (through amongst other after-class group conference, class observation, and reflective essay) are instances of disguised form of resistance, which sociolinguist Kochman (1981) calls **“fronting”**. These expressions also reflect the

students' "**underlife behavior**" (Brooke, 1987) and "**dual life**" (Canagarajah, 2005).

Extract 4.13 SS – Construction of Self in Writing (Chapter 4, p.131, line 5)

As these resources signal the writers' intention to show the readers how they organize discourse and exhibited their preferred interpretations in organizing it, they constitute "**interactive resources**" (Hyland and Tse 2004; Hyland, 2005).

Extract 4.10 – 4.13 shows the way how SS deployed particular terminologies in his Dissertation. For instance, the term *imaginative thought* (extract 4.10), it is considered that the phrase occurs rarely in another Dissertation. The terms *idiolect* and *vernacular* are common features in linguistic study, however, they are put between quotation marks in order to show the specialty of the terms particularly in the Dissertation. Also, the other illustrations, such as *author saturated* (extract 4.11), *fronting*, *underlife behavior*, *dual life* (extract 4.12) and *interactive resources* (extract 4.13) are put between quotation marks. It impresses that the context meaning of those terms refers to what is clarified by each reference. The phrase *dual life*, for instance, might be found in another source, however in this case, the intended meaning of *dual life* is what described by Canagarajah (2005).

Extract 4.14 SS – Construction of Self in Writing (Chapter 4, p. 95)

For all of these students, **expert knowledge** – as sources of knowledge in their writing – need to be drawn and integrated with their writing, so that the text they construct sound more academic, win their teacher audience and can be accepted and graded by him/her eventually. Also, the inclusion of this knowledge by attributing other **author's voices** would make them safe from being accused of breaching other people's intellectual properties.

In regard to SS' Dissertation, it is also interesting to find out how he employed the phrase *expert knowledge* which refers to any other scholars' ideas or thoughts or opinion. Instead of using the phrase *citing someone idea* or *the use of quotation*, the lexical choice to use *expert knowledge* sounds more academic (Sugiharto, 2012). In addition, the term *author's voice* is closely related to topic constructing self- identity. In context of SS' Dissertation, the word voice has an intended meaning that is not merely mean "the sound or sounds produced through the mouth by a person singing or speaking" (Oxford Dictionary 8thed.). The *voice*, in this case, is the representation of self in writing (Ivanic & Camps, 2001).

In case of methodology, it was found out that writers were dealing with particular methodologies which were very distinctive from others' writing. The extracts are presented as follows.

Extract 4.15 AM – Linguistic Landscape (Chapter 5, p.201 - 202)

In Chapter 4 it is written that **Backhaus' (2007) typology of multilingual signs was adapted**. The reason to take Bakchaus' (2007) findings instead of Manan et al.'s (2015) research to analyze the signs despite the similar linguistic features shared between Indonesian and Malay languages are as follows.

Extract 4.16 GW. – Fostering Reflective Practice (chapter 4, p. 230)

The second form of reflective practice which the student teachers are to engage in is the **collaborative reflection discussion (CRD)** which, as the term implies, involves them in reflecting on their experiences in a collaborative manner together with their peers. This verbal and collaborative form of reflection is to build on and/or to enhance the individual and written form of reflection they engaged in journal writing.

Extract 4.17 ID – Learners’ Metaphors Competence (Chapter 4, p. 162 - 163)

In terms of conceptual metaphors, the most metaphors which were produced by the high English proficiency learners could describe the Internet by using the source domains of A CONNECTOR (72%) and A WEAPON (70%).

The linguistic metaphors produced were checked with **20 lists of baseword from BNC, where each list represented 1000 words based on the difficulty.**

Extract 4.18 HT – Collocational Mismatch (chapter 5, p. 260)

Beside a semantic relation, a verb and a preposition can be syntactically associated, which might cause a problem for the L2 writers. **The list suggests that some verbs are transitive and others are intransitive.** In the combination, when a verb is intransitive, it takes a preposition (Miyoshi, 2007). When a verb is transitive, the verb may obligatory take a preposition, or may not necessarily take a preposition.

Extract 4.19 SS – Construction of Self in Writing (Chapter 4, p. 92)

Drawing from the data analysis, I shall subsume the construction of self under two broad categories of ideology: **self constructed through imparted ideologies and self constructed through organic ideologies.**

All of those five Dissertations present methodologies, procedures in accordance with the topic discussed. From the bold type in Extract 4.15, AM states that she employed Backhaus’ typology to be her research framework. Since Backhaus formerly conducted the research about linguistic landscape, this became an insight for AM to conduct similar research but in different setting. Later, what had been found by Backhaus became comparison tools for AM’s present study, particularly regarding to language pattern of linguistic landscape in both settings.

Meanwhile GW introduced a technique, named CRD (Collaborative Reflection Discussion) (Extract 4.16). This technique became one of her techniques employed for her data gathering. The reflective discussion between teachers and their peers about teaching experience might result important data in regard with

the topic of the GW's present study. Similarly, ID in her research clearly mentioned how she employed certain technique to gain research data. In her case, she dealt a lot with Corpus Analysis by which she uses 20 lists of baseword from BNC to check the metaphor produced (extract 4.17).

Since HT discussed Collocational Mismatch, he dealt a lot with language constructions. There were certain "words formula" which should be "obeyed" to construct correct collocational. One of the formulas was the transitive and intransitive verb (extract 4.18). Then, he also mentioned some examples of verbs which were classified as transitive and intransitive verbs. From the explanation and examples of those types of verbs, it is figured out the L2 learners still remained producing collocational mismatch.

Referring to SS' Dissertation, in one parts of his discussion, he categorized self-construction under two ideologies, namely imparted and organic ideology (extract 4.19). In this context, SS proposed kind of "an approach" which could be employed for analyzing writer's identity.

4.1.1.2 Writers position themselves towards topics: values, beliefs, preferences

As suggested by Ivanic and Camps (2001), writers, actually, poses certain values, beliefs, and preferences towards the topics which are revealed from the lexical and syntactical choices. It occurs that writers prefer to employ particular word to another word which has similar meaning. They consider that there are certain values within the chosen words. The findings are presented as follows.

Noun Choices

The first analysis is in regard to the noun choices focused on the head nouns. By analyzing the head nouns, some features for example the use of generic terms, nominalization, and reference to people were also identified. To analysis the occurrence of those features, I picked some extracts randomly from those Dissertations. I also provided other extracts which support to obtain deeper analysis towards the features.

Extract 4.20 AM – Linguistic Landscape (chapter 5, p. 204-205)

With regard to Backhaus' (2007, p.90) homophonic and bilingual signs in this study, several **differences** in terms of transliteration, number of languages, number of signs, and target audience can be identified. First of all, homophonic **signs** in Backhaus' study contained **translation** or **transliteration** (a Japanese script written in Roman letters). Unlike Backhaus' homophonic signs, the bilingual **signs** in the current study not display **transliteration** from English to Indonesia.

Second, in Backhaus' (2007, pp.91-93) study, homophonic **signs** could contain more than two **languages**, e.g. Japanese, English, and Korean, whereas the present **study** found only two **languages** displayed in bilingual signs, i.e. Indonesian and English. Nevertheless, unlike Backhaus' homophonic signs, some bilingual **signs** in this study are not independent. **They** are present with other **information** in Indonesian and/or English borrowing (vide Figure 31). I call this **type** of sign non-independent bilingual signs. The **reason** to include this type of sign into bilingual instead of biligualized sign is because the **translation** appears as the title on the upper side of the sign, either in the right side or center. **Backhaus** categorized the non-independent bilingual **signs** as 'mixed' signs (2007, pp.90, 93-96). The **term** 'mixed' indicated that the **signs** were written in Japanese and another language which provided partially identical **information**.

Table 4.1 *The head nouns of extract 4.20*

Extracts	Head Nouns
Extract 4.20 AM – Linguistic Landscape	differences, signs (6x), translation (2x), transliteration, languages (2x), study, they (=bilingual signs), information (2x), I (=writer), type, reason, Backhaus, term

Similar to Ivanic (1998), in analyzing the noun choices employed as head nouns, this study adopts Halliday's Functional Grammar (Halliday, 1985; 1994). Based on the findings, the extract revealed the inanimate nouns such as *differences, signs, translation, transliteration, languages, study, they (refers to bilingual signs), information, type and reason*, meanwhile the animate nouns are *I* and *Backhaus*. The animate nouns were classified into two groups, namely a group consists of people the writer met through reading, in this case *Backhaus*, and a group consists of actual people, in this case *I* which referred to the writer. Referring to the presentation of people, Leeuwen's approach (Leeuwen, 1993, 1996, as cited in Ivanic & Camps, 2001) has given certain categories on "how humans are presented" (Ivanic & Camps, 2001). The followings are some examples of the representation of humans:

- *Backhaus* (from extract 4.20) refers to special type of person, but the person is not an actor of the writing. He is a scholar whose academic publication is cited in the Dissertation.

Extract 4.21 AM – Linguistic Landscape

Another aspect can be the higher value of the English word *massage* in sign #3 in comparison to the Indonesia *pijat urut*, which is a duplication, as both words have the same meaning. Using the word *massage*, the **sign author** might want the **readers** to see that the service provides was of a good quality and reliable (Manan et al., 2015).

- *sign author, readers* refer to type of people. Both are general references although in this context *sign author* indicates the person who made the sign who can be anyone.

As it is shown in the Table 4.1, there were some particular inanimate nouns which occurred more than once. However, there were only two animate nouns. This might happen since the main topic in AM 's Dissertation was discussing Linguistic Landscape in which she concerned much with the object and its language rather than with its author.

Extract 4.22 GW Fostering Reflective Practice , p. 142)

Although **Schon** (1987) contends that experience is needed to be able to engage in reflection-in-action, **we** find several of the student teachers already capable of reflection-in-action when faced with a situation requiring a quick decision to change their lesson plans making use of both their experiential knowledge and personal theories. Most of them were able to make some on-the-spot adjustment to tune in with their students. **Widi** too had to make some quick changes but she responded in a 'survival mode' which did not involve any reflection (Larrivee, 2008).

- *Schon* refers to specific person, whose publication is the reference of the study.
- *we* refers to the actors in the writing, in this case the writer and the participants.
- *Widi* refers to specific participant of the study. She is one of the actors in this study.

One particular characteristic of GW's Dissertation is that there were many animate head nouns which referred to the actors of the writing. This is in accordance to the findings of the previous Dissertation in which it mostly employed inanimate head nouns. Since GW's Dissertation was related to teachers' experience, the writing focused on the actors (participants) of the study.

Extract 4.23 SS – Construction of Self in Writing (Chapter 4, p.166-167)

It needs to be reiterated here that the **impetus** for exploring the possibilities for the construction of self in the present study has been predicated on the assumption that writing **products** reflect the students' **identity, values, and beliefs**. Writing **outcomes**, in other words, cannot be treated as innocent. And as such, **we** cannot take for granted that **they** are value-free **features**. Contrary to the anachronistic **assumption** that writing is viewed merely as a formal, autonomous **activity**, critical **perspectives** of writing research and pedagogy have enlightened **us** with insights that **writing** is also ideological, and that **it** presupposes the **construction** of the writer's self.

As has been evinced previously, the **construction** of texts by the three students in this study reflects a **struggle** of representation of their selves as neophytes who attempted to learn the "domain specific **knowledge**". This **struggle** of representation creates the **construction** of aspects of identity, which includes autobiographical **self**, discourseself, and **self** as author. Despite an **overlap** in the conceptual framework between self-constructed through respecting established authorities and evidentiality as in the establishment of readership, the representational **perspective** also impinges upon the **way** they establish readership with their intended audience as well as the **way** texts are realized, which can be schematized in Figure 2 below.

Table 4.2 *The head nouns of extract 4.23*

Extracts	Head Nouns
Extract 4.23 SS – Construction of Self in Writing	it, impetus, products, identity, values, beliefs, outcomes, we (= readers and writer), they (= writing outcomes), features, activity, perspectives, us (= readers and writer), writing, it (=writing), construction, struggle, their selves (=the three students), knowledge, self, overlap, way

In extract 4.23, SS employed many inanimate abstract nouns such as *impetus, values, beliefs, perspectives, struggle, knowledge*, etc. Particularly in the lexical choice of the word *struggle*, SS had shown how he tried to take a stance towards his interest in writing. The word *struggle* in this context: "... reflected a *struggle* of representation of themselves as neophytes who attempted to learn the "domain specific knowledge" and "... This *struggle* of representation created the

construction of aspects of identity”, put metaphorical thought that *writing* is not just merely a process of conveying ideas, but it was a hard effort within there were many problems including self-presentation. Furthermore, I considered that SS employed the word *struggle* repeatedly to establish his position that he had a lot concern to writing.

Lexis

Ideational function also can be found in the types of lexis or stock of words in the text which might concern to “particular intellectual processes” (Ivanic, 1998, p. 271) such as: associating with argumentation, defining, classifying, and evaluating. For instance, in their study, Ivanic and Camps (2001) analyzed the presence of certain adjectives and verbs which depicted evaluative stance. They found that some modifiers suggest writers’ judgment toward certain issue. Therefore, regarding the five Dissertations, the analysis towards the occurrence of those kinds of words was carried out.

Taken from the same extract (extract 4.24), in that paragraph AM tried to identify particular features referring to Linguistic Landscape in regards with Backhaus’ theory by comparing her findings and Backhaus’ findings.

Extract 4.24 – AM Linguistic Landscape

Second, in Backhaus’ (2007, pp.91-93) study, homophonic signs could contain more than two languages, e.g. Japanese, English, and Korean, whereas the present study found only two languages displayed in bilingual signs, i.e. Indonesian and English. Nevertheless, unlike Backhaus’ homophonic signs, some bilingual signs in this study are not independent. They are present with other information in Indonesian and/or English borrowing (vide Figure 31). **I call this type of sign non-independent bilingual signs.** The reason to include this type of sign into bilingual instead of biligualized sign is because the translation appears as the title on the upper side of the sign, either in the right side or center. **Backhaus categorized the non-independent bilingual signs as ‘mixed’ signs**

(2007, pp.90, 93-96). The term 'mixed' indicated that the signs were written in Japanese and another language which provided partially identical information.

AM also stated how she classified certain sign by saying "... I call this type of sign non-independent bilingual signs"....(extract 4.24). Also, it was explicitly seen how Backhaus categorized the sign by using the word *categorize*: "...Backhaus categorized the non-independent bilingual signs as 'mixed' signs" (bold typed, extract 4.24).

Extract 4.25 GW Fostering Reflective Practice

... They wrote about the incident but did not make the effort to think about what could be done to at least reduce the **detrimental** effects. ... Acting as a **catalyst** is one role that the supervisor could play in helping them to pose the right questions and finding the answers to those questions.

Referring to extract 4.25, there is a word: *detrimental* which modifies the noun *effects*. The adjective *detrimental* indicates that the effect is not just merely 'common' effect. It is possibly to omit the adjective (... They wrote about the incident but did not make the effort to think about what could be done to at least reduce the effects. ...), however the writer's voice toward the main topic, the importance of reflection, is less emphasized rather than the adjective is inserted. Meanwhile in case of the word *catalyst*, the lexical choice implies how GW defined a *catalyst* as suitable reference to describe how the supervisor should be. According to Oxford Dictionary 8th Edition, *catalyst* means "a person that causes a change". Therefore, in accordance to the context, the lexical choice *catalyst* provides suitable required character.

Extract 4.26 ID – Learners’ Metaphors Competence (Chapter 4, p.126)

This result supports Charteris-Black (2004)’s argument which indicates that learners who have the same form and the same concept, **have fewer problems** in understanding the meaning of a metaphor. Different concepts and different forms **cause problems** in understanding metaphors. In the data, all learners knew the vocabulary which means that knowledge of the learners in the vocabulary is also important. Another **important** thing is the cultural schemata i.e., the learners’ pre-existing knowledge regarding the vocabulary is **indispensable** in helping learners understand metaphors.

Interesting lexical choices from extract 4.26 is the verb phrases employed i.e., *cause problems*. I assumed, in this case, ID wanted to make a judgment that learners’ concepts and forms affect their understanding in metaphor. To support the preceding statement of Charteris-Black, she established her own voice by her statement that “Different concepts and different forms cause problems in understanding metaphor”.

Besides, the lexical choices of adjective: *important* and *indispensable* are also interesting. The adjective *indispensable* gives description how important the cultural schemata are. This implies that the learners’ vocabulary pre-existing knowledge mainly influences their metaphor understanding.

Extract 4.27 HT – Collocational Mismatch (chapter 5, p.95)

The collocational combinations produced by the Indonesian writers do not match properly since the writers **fail** to notice that there is a difference in the use of one collocate or collocator from another.

In extract 4.27, HT revealed his judgment towards Indonesian writers concerning to the collocation combinations output. According to Oxford Advanced Learner Dictionary 8th Edition, *fail* means “to not be successful in

achieving something”, therefore the lexical choice of verb *fail* implies a big warning to Indonesian writers in using collocation combination. In this case, HT positioned himself using the lexical choice *fail* in order to emphasize that Indonesian writers do not merely make many collocational mismatch but they mainly fail.

Extract 4.28 SS – Construction of Self in Writing (Chapter 4, p.113)

Such pedagogy, nevertheless, seems **uncongenial** and **incongruent** with the way the student writers in this study represent themselves in the process of writing. It seems to me they were able to sense that determining and planning ideas in the form of a rigid formal outlining, as has been **exhorted** by their writing teachers, did not necessarily render writing easier. With the exception of Cadfael, who preferred to write **meticulously** and **warily** using a predetermined formal outlining to guide her thoughts or ideas, both Sandra and Carlita represented themselves as student writers who were not constricted by “the rules of the game” commonly exhorted by the **anachronistic** instructional approach to writing. They belong to what Reid (1984b) calls the “radical brainstormers”. As Carlita wrote reflectively.

One paragraph in SS’ Dissertation is very interesting to analyze further since it reveals SS’ voice toward particular writing pedagogy, i.e., the writing outline usage. The lexical choice of adjectives, verbs and even adverbs mainly shows SS’ position toward the pedagogy. First, he employed the words *uncongenial* and *incongruent* to show the outlining actually was not workable. Also, he modified the approach using the adjectives such as *rigid* which implied something that hard to change, and *anachronistic* which indicated something old fashioned. Those adjectives had led to the conclusion that outlining usage was not suitable. Second, the lexical choice of verb, such as *exhort*, provided a sense that the approach was forced to be employed without considering the effectiveness.

Third, the paragraph also showed contradictory that one of the SS' student writers preferred to use outline since it helped her who tended to pay a very detail attention to her writing and to be much careful in writing. The adverbs *meticulously* and *warily* had implied this position.

Passive Form

This subsection reveals the use of passive voice in the texts. According to the previous study by Ivanic and Camps (2001), writers have intended meaning employing passive voice. They noted that in particular case writers want to emphasize on the agents who might be unnamed rather than the affected phenomenon (p.20). They added that the passive form more implies writer's voice toward the message rather than if the sentence in active form (p.20). Whereas, Alvin (2014) suggested that the passive form usually occurs but in secondary clauses which performs a supporting role (Alvin, 2014). Also, employing the theme-rheme structure by Halliday (1994) in sub-ordinate clause with passive voice, writer tend to put passive voice as "the reminder clause or the rheme" (Alvin, 2014). Furthermore, writers prefer to use passive in section which describes procedures, materials, instrument, in which the agents are not emphasized or even unnecessary to mention (Alvin, 2014).

Regarding those considerations, it is presented the occurrences of passive form in each Dissertation. However, it is not intended representing the occurrence of passive form in those Dissertations. This wants to show that such kinds of form occur in the texts.

Table 4.3 *The Passive Forms in extract 4.20*

Extracts	Sentences
Extract 4.20 AM – Linguistic Landscape	...several differences in terms of transliteration, number of language, number of signs, and target audience can be identified .
	The term ‘mixed indicated’ that the signs were written in Japanese and another language which provided partially identical information.

Both passive forms from extract 4.20 are agentless. By choosing passive form, AM emphasized on the passive subject, and she did not pay much attention to whom conduct *identifying* and *writing*.

Other sentences are provided to obtain various descriptions in passive form usage.

Extract 4.29 AM – Linguistic Landscape (Chapter 5)

- a. **Commercial roads** within each of the five administrative towns in Jakarta **have been selected** to be the research areas. The study focuses only on commercial signs where **English are commonly found** (p.91)
- b. **Kecamatan Senen is zoned** for national and regional government, small to middle-sized houses, apartments, offices, trade and service centers, miscellaneous zone **which is aimed** for high-rise buildings for housings and offices, social services (p.92)
- c. **The non-displayed content will be represented by three dots within pointy brackets** < . . >. In the end, there will be a summary of the characteristics of English in which **the frequency of each type of the sign is presented**. In that regard, **all incidents of monolingual, bilingual, and bilingualized signs and its sub-categories will be calculated**, regardless of the fact that some signs belong to the same establishment (p.127 - 128)
- d. With regard to MEC sector, there were three signs: one tire repairer, a car wash, and a WC siphon. In general, **the three establishments are commonly seen** on big streets in Jakarta. Probably that is because **the first two establishments are needed by the passers-by using vehicles**. Meanwhile, signs of HEA consist of two massage service. Typically **those signs are written** on small stickers glued to walls, fence or electricity poles or boards. (p.93)

The first two extracts (4.29a and b) of AM's Dissertation have similarity that they are agentless. Those extracts merely illustrate many other sentences which basically frequently occur in AM's Dissertation. Both sentences emphasize on the affected phenomenon rather than the (unknown) agents. The first extract (4.29a) indicates how writer puts her position into "unknown agent" since she wants to convey that the important message is the "commercial roads". As a matter of fact she may write "I have selected commercial roads within each of the five administrative towns in Jakarta to be the research areas", however she prefers to use passive form in order to catch readers' attention towards the affected phenomenon. Whereas, the second extract (4.29b) implies more general statement. Since the context is obviously seen, that the agent is the province government, passive voice is preferable in order to emphasize the affected subject.

The third extract (4.29c) describes particular procedures. I assumed that AM kept a value that she wanted to provide the readers clear procedures within the passive subject was emphasized. Hence, she employed passive form in "The non-displayed content will be represented by three dots within pointy brackets" instead of active one "The three dots within pointy brackets will represent the non-displayed content". Also, the following passive forms, "... is presented" and "... will be calculated", both of them are agentless, have shown that the important is the passive subjects.

Meanwhile the fourth extract, (4.29d) "the three establishments are commonly seen on big streets in Jakarta" and "those signs are written on stickers",

clearly shows that writer did not have to add the agents since the agents were not necessary mentioned.

Basically, the other Dissertations provide almost the same illustrations as AM's, i.e. in general the passive form is agentless and emphasizes on the passive subject. Besides, passive form might imply particular intended meaning as illustrated as follows.

Extracts 4.30

a. GW – Fostering Reflective Practice

It can be concluded that student teachers need to be assisted to develop a more critical stance toward classes that were smooth and successful.

b. ID – Learners metaphor competencies, chapter 4, p. 187)

From the number of the learners, **it could be assumed** that most learners joining as participants in this research were still in the first process of learning

By choosing the passive form, actually, GW made herself have “less-voice”, that she sounded more confident by saying “ I conclude that student teachers need to be assisted to develop a more critical stance toward classes that were smooth and successful”. Another sample of this kind of passive form is illustrated as follows.

Extract 4.31

a. GW. – Fostering Reflective Practice (p.127)

Although extensive research has been done into the use of various methods to foster reflective practices around the world, **very little research has been done** into the implementation of reflective practices in teacher education institution in Indonesia.

b. SS – Construction of Self in Writing (Chapter 4, p.165)

This in turn implies that these peculiarities **should be valued** as part of their mode of learning, rather than being suppressed and sidelined. Thus, the differences in textual realization **should be seen** as a resource rather than a deficit.

The passive form in extract (4.31a) is agentless. This indicates that some intended agents have responsibility of why the research is still very little. Therefore GW stated the idea in passive form, did not only emphasize on the passive subject but also the agents who referred to anyone which were dealing with the topic discussed. Another sample is taken from SS' Dissertation. Having similar case as previous extract, the agentless passive form becomes SS' intention that anyone, particularly those who concerns in writing, has responsibility towards what he had conveyed.

4.1.1.3 Writers' Knowledge Making

As I have mentioned in Chapter 2 that being knowledge makers, academic writers deal a lot with attributing others' ideas or thoughts as the references. The use of references are supposed to represent "writers' voice-position" (Ivanic & Camps, 2001) whether writers support or reject others' idea, even have no arguments with the views that are quoted, and assimilate others' ideas and theirs (Ivanic, 1998, p. 188). No matter what the writers' aims to align with the references, it becomes writers' knowledge making being academic writers. Also, Ivanic and Camps (2001) state that by mentioning the references indicate writers' knowledge of individual or personal products.

The followings are some extracts how writers construct the ideational function of writing in aligning others' ideas.

Extract 4.32 GW. – Fostering Reflective Practice (chapter 4, p. 228)

However, in designing such a teaching practicum it should be emphasized that the final goal of teacher education is not to provide the student teachers with a blueprint methodology to guide their future teaching practices but it should be able to teach them to think sensibly about their teaching (Fenstermacher, 1986). Teacher education should direct the student teachers to make sense of what they are doing in the classroom and how it affects their learners. To be able to make sense of what they are doing in the classroom, it is essential that they develop an awareness of what they are doing and why they are doing it (Bailey, 1997). This kind of self-awareness is at the heart of all reflective practices.

The first sentence indicates how GW's view assimilated with Fenstermacher's view. GW established such knowledge that her claim was not her own, so that she acknowledged the source. The same thing was conducted by which she was infiltrated with Bailey's view about teacher's awareness. Then, the paragraph was summed up with GW's voice in accordance with her discussed topic.

Extract 4.33 SS – Construction of Self in Writing (Chapter 4, pp.107-108)

The following style guides (all taken from Hyland, 2002a, pp.351-352) that have also used here in local context as one of the important references in teaching academic writing seem to have provided "authoritative guidance" that both teachers and students unquestionably adhere to in classrooms:

In general, academic writing aims at being 'objective' in its expression of ideas, and thus tries to avoid specific reference to personal opinions. Your academic writing should imitate this style by elimination first person pronouns ... as far as possible (Arnaude and Barret, 1984)

Write your paper with a third person voice that avoids 'I believe' or 'It is my opinion' (Lester, 1993)

In his Dissertation, SS inserts others' published knowledge which is a part from his own voice. The quotations are basically in "free standing position" (Ivanic, 1998, p.188) which means that SS does not put any comments towards them, and they do not pollute SS' voice with theirs either. Besides, SS positions himself actually as disagreeing with those voices which appears in later clarification. It also constructs his identity that he does not merely include supporting voice, which generally done by writers. The contradictory voice sometimes will show more the establishment of writer's voice.

4.1.2 Interpersonal Function

In the section of Interpersonal Function, the analysis is aimed to see how the relationship between writers and readers is built (Ivanic & Camps, 2001). To adopt the categories proposed by Ivanic and Camps, the function is in accordance with "the notion of the difference degrees of self-assurance and certainty; and difference power relationship between the writer and the reader" (Ivanic & Camps, 2001).

4.1.2.1 Different Degrees of Self – Assurance and Certainty

In this first discussion, the relationship between writers and readers is reflected on writers' self-assurance and certainty toward their ideas. The extent of self-assurance and certainty appears in the text is investigated by analyzing the use of certain linguistics features, such as the use of categorical present tense

verbs; the use of modality; and the use of first personal pronoun singular ‘I’. The analysis is presented as follows.

The Presence of Categorical Present Tense Verbs

Ivanic and Camps (2001) noted that the presence of categorical present tense verbs may indicate self-assurance since it conveys general truth or fact (Ivanic & Camps, 2001). Hence, this present study wanted to reveal whether the Dissertations shared similar feature as Ivanic and Camps’. Here are some extracts to analyze.

Extract 4.34 HT – Collocational Mismatch (p. 181)

The collocational combinations produced by the Indonesian writers often **do not match** properly since the writers’ production **is** influenced by their L1. When the L1 **interferes** with the production of the collocations, intralingual errors also **occur**. In this section, the intralingual error **is** caused by ignorance of rule restrictions. The writers have probably failed to observe the English rule restrictions in the use of particular verbs, adjectives, nouns, and prepositions, as in the following combinations.

The previous extract by HT describes the finding fact of the Indonesian writers’ competency in using collocation. The use present verbs (the bold typed) indicates HT’s intention to note that Indonesian writers in using collocation is still far from proper and accurate, and L1 influences this situation. He did not merely report his findings since he did not use past verb, i.e. “The collocational combinations produced by the Indonesian writers did not match properly since the writers’ production was influenced by their L1”. In this way, he assured readers that his findings could imply general truth of Indonesian writers.

Another different extract from ID’s Dissertation is provided to describe the use of categorical present tense verbs as follows.

Extract 4.35 ID – Learners Metaphor Competencies, p. 120 – 121

The average of the learners' understanding of metaphor is 4.07. Among the fourteen groups, nine groups considered the metaphor *shell* easy and it was indicated by their average which was more than 4. The list of BNC **shows** that *shell* **is** included in 3000. All the learners knew the meaning. The Indonesian word shell which **is** equal to *cangkang* meaning *rumah siput atau kerang*, or *kulit keras yang menutupi badan kura-kura* (KBBI) **has** the same meaning in English e.g. the hard, outer part of an egg tortoise. Indonesian learners can imagine directly what happened when somebody **is** said to have crawled into his shell.

In her Dissertation, ID employed the categorical simple present verbs to distinguish which one was conveying general knowledge and which one was reporting her findings. The use of categorical simple present tense in the sentence such as “The list of BNC **shows** that shell **is** included in 3000.” indicated that the sentence contained general truth which is steady and independent. It means that the content does not depend on certain context or situation. The BNC list and the dictionary (KBBI) are “fixed” reference (little possibility for changing), which can be references for any other writers.

Referring to the aspect of self-assurance and certainty, the use of evidence such as BNC list, and dictionary (KBBI) strengthens the finding fact. In this context, ID reveals that for Indonesian writers, the metaphor *shell* is easy. Both the corpus list and the dictionary support the idea and implicitly gives a self-assurance and certainty effect to the writer.

Another illustration of the categorical simple present verbs comes from SS Dissertation as follows.

Extract 4.36 SS – Construction of Self in Writing (p. 120 - 121)

To contextualize this identity clash, we **need** to orientate our perspectives by lending support not only from developmental psychology, but from critical pedagogy as well. From the vantage point of developmental psychology, basic writers **have** the tendency to display (rather than produce) knowledge by succumbing to the established authorities, accepting and attributing ideas and arguments from them. They also **have** problems in making connections among other writers' ideas and arguments, let alone infusing and appropriating them with their own typical voices.

Based on the extract above, I identified that SS was generalizing the context by employing the simple present verbs. Actually, he was discussing the writers' clash identity based on the findings of his observation towards his three students. Nevertheless, this became general, means indicating not only his students but also other writers since he used the simple present verbs. There is probability that the tendency which commonly possessed by basic writers is in line with the findings of his three students. Hence, in regards to SS' self-assurance and certainty, the notion of simple present verbs provides readers a general sense of the context, i.e. the basic writers do not only refer to SS' students but also all basic writers in general.

Modality

Ivanic and Camps (2001) also noticed that the occurrence of modality influences writers' degrees of self-assurance and certainty. Modalized verbs and modals auxiliary are the common known features to describe whether writers tend to be tentative or assertive in conveying their ideas. As noted by Halliday and Matthiessen (2004) and has been completely clarified in chapter 2, there are four system of types of modality, namely probability, usuality, obligation, and inclination. Also, they categorize the types into three values of modality, namely

high, median, and low. Based on those classifications, the analysis towards the occurrence of modality features was carried out. Therefore, some extracts were chosen to illustrate how writers constructed their relationship with readers was manifested within the occurrence of modalized verb and modals auxiliary.

Extract 4.37 GW. – Fostering Reflective Practice (chapter 4, p.181-182)

In such cases the student teachers **could** have been more reflective if they had responded to the probing questions that the supervisors had given them. This **could have helped** them in finding solutions or at least finding ways to work with the situation. Incidents such as the flag ceremony that **cannot** be avoided could be dealt with if the teacher had tried to find ways of making the most of the time available for the lesson. By working with the available time, the teacher could probably have devised some activity that could be completed within the timeframe. There are many possibilities once the teacher starts looking for alternatives.

In this extract, I focused on the use of modals *could* and *can* which occurred quite often in this extract. Basically, the presence of modal verbs and modal auxiliary such as *could* and *can* in this extract implied probability but in different values. To determine the values, readers might have different opinion. Hence, the interpersonal relationship between writers and readers were constructed.

For instance, in sentence “This **could have helped** them in finding solutions or at least finding ways to work with the situation”, there were three possibilities whether modalized verb *could have helped* implies high, medium or low probability. Referring to that sentence, readers might consider high probability since the subject “this” has high probability helping the object “them” in finding solutions, or it is almost certain helpful. This consideration affects writer’s position that GW had high self-assurance towards the conveyed idea. Meanwhile, the medium and low values affected GW’s position that she tended to be less

certain toward her idea since the subject “this” is probably helpful for the object “them” to find solutions.

Another modalized verb *could probably have* in “By working with the available time, teachers **could probably have** devices some activity that could be completed within the timeframe”, obviously described probability as the impact of the adverb *probably*. As the consequence, writer showed less self-assurance. Nevertheless, not only the adverb signs probability, the –if clause as the pre-requisite deed also implied probability of the following action or situation. For instance, “In such cases the student teachers **could have been** more reflective **if they had responded to the probing questions that the supervisors had given them**”, the sentence means that being more reflective is in line with responding to the probing questions that given by supervisors. But, the fact is the student teachers did not respond the probing question. Also, writer did not precisely convince readers what actually being more reflective was. Therefore, the probability had low value and described writer’s less self-assurance.

Extract 4.38 GW. – Fostering Reflective Practice (chapter 4, p.126-127)

Although the first scenario **might seem** perfect, as a matter of fact both of these scenarios are far from ideal. The first scenario provides the prospective teacher with great amounts of support. The teacher gets all the help he or she can get. However, this too is not feasible in the real world as there will never be a sufficient number of teachers to provide that kind of support and attention to every student teacher. Furthermore, the constant scaffolding provided will make it difficult for the student teachers to develop into independent learner. The other scenario is definitely every student teacher’s nightmare. Many who survive this type of practicum **might decide** they don’t want to become teachers after all. Those who decide to stay in the profession manage to survive but there **might be a possibility** that their learners are not learning what they are trying to teach. The experience of most teachers **will probably be somewhere** in the middle, veering towards the “sink or swim” end of the spectrum.

Another extract from GW's Dissertation exhibits a tentative claim, particularly shown by the use of *might*. The modalized verb *might seem* in "Although the first scenario **might seem** perfect, as a matter of fact both of these scenarios are far from ideal." brings such kind of expression uncertainty. It implied that GW built her interpersonal relationship with her readers by letting them interpret how "the first scenario" is. Whereas the modalized verb *might decide* in "Many who survive this type of practicum **might decide** they don't want to become teachers after all.", was also showing expression of uncertainty rather than a fact. It weakened the preceding sentence "The other scenario is definitely every student teacher's nightmare." The adverb *definitely* actually had sufficiently convinced readers on how writer's position toward "the scenario". Also, another modalized verbs such as *might be a possibility* and *will be probably somewhere* similarly indicated GW's tentativeness since they more drew her impression of possibility interpretation rather than her opinions (Ivanic & Camps, 2001).

The Use of Authorial Presence

The use of authorial presence such as the first personal pronoun, both plural and singular, and the expressions like "the author" and "the writer" are also claimed to be the way to set interpersonal relationship between writer and reader (Ivanic & Camps, 2001). The "I" becomes an effective way to assure readers towards writers' thoughts or ideas. Even if the "I" precedes certain verbs such as *believe*, *argue*, *claim*, etc has acted particular roles (Tang & John, 1999) which also shapes the relationship between writers and readers. Besides, as an effort of

being impersonal, writers use the authorial expressions such as *the writer*, *the author* instead of “I” or “we”. As the consequence, it is predicted to influence particularly the degree of self-assurance and the relationship between writer and readers in general. Hence, the followings are some extracts which contain the presence of authorial signs and some explanations how they imply the writing identity.

Regarding the use of first personal pronoun both plural and singular, the findings are interesting and courageously to investigate further. To focus on Findings and Discussion Chapter, I found that among those five Dissertations, there were three Dissertations (GW, ID, and HT) which employed very little numbers the first personal pronoun. AM employed some first personal singular pronouns and SS employed quiet a lot of first personal pronouns, both plural and singular, in his Dissertation. However, the analysis was conducted towards the first personal pronoun which indicated the presence of self-assurance and certainty.

Referring to the low-existence of the first personal pronoun in GW, ID, and HT’s Dissertations, I assumed that this became their effort to construct such identity in their academic writing. The traditional thoughts of academic writing which consider that academic writing has monolithic conventions and impersonal (Tang & John, 1999) have influenced those writers in making choice “not to use any first personal pronoun”. Hence, they preferred to employ passive form to active form. Besides, to keep the objectivity of their writing, they intentionally did not use any first personal pronoun. Nevertheless, this influenced the degrees of

self-assurance since there are particular cases that readers are more convinced if writers state their thoughts as they are originated from the writers.

Extract 4.39 GW. – Fostering Reflective Practice (chapter 4, p.173)

In terms of the process of reflection, **it** was found that pedagogical reflection was often engaged in when the student teachers were adopting a critical stance towards their teaching practices (Larrivee, 2008). Critical self-observation often assisted them in identifying a problem caused by something that they had done or had neglected to do. Nevertheless, **it** was found that the reflection was not always initiated by a problem. In several cases, reflection was started by an idea for an activity, method or a teaching strategy that would work better.

Instead of using the first personal pronoun “I”, GW seemed comfortably to use preparatory subject “it” since the subject “it” led impersonal expression. There was possibility to change the subject “it” into “I”, (in this case, GW assimilated her idea with Larrivee’s), and the sentence becomes “In terms of the process of reflection, **I** found that pedagogical reflection was often engaged in when the student teachers were adopting a critical stance ...”. The subject “I” makes the sentence sound personal. However, it drew such a position of how writer (herself) got involved in the study. Readers caught this as a kind of self-assurance.

Extract 4.40 ID – Learners metaphor competencies, (p. 191)

I argue that learners should know metaphors in order to be able to communicate better, and this knowledge will be useful for them. The implication of this study regarding the teaching of metaphor in the classroom covers motivation in learning metaphors and learners’ learning metaphors.

The sentence “**I** argue that learners ... will be useful for them.” definitely presented ID’s self-assurance. The use of “I” displayed ID’s position towards her thoughts which indicated how she took the responsibility to defend her argument.

According to Tang and John's (1999), this "I" represents "I" as the opinion holder, by which ID showed her opinion and attitude towards the discussed topic.

Unfortunately, the "I" subject was very limited found in ID's Dissertation.

Extract 4.41 SS – Construction of Self in Writing (p. 91)

Bearing the assumption in mind that the act of writing is not value-free, but is instead riddled with a writer's values, beliefs, and identity, and hence reflects particular ideologies (Berlin, 1998; Benesch, 1993, 2001; McKay, 1993, Ivanic, 1998; Ivanic and Camps, 2001; Canagarajah, 1999, 2000), **we can therefore envision the possibilities of ideological stances students writer adopts in writing.** It is through these ideological stances that the construction of self is made tangible.

The bold typed sentence presented SS' justification toward some preceded evidence about writing. Supported by some scholars' references he assured readers what possibilities of ideological stances the students might adopt. The first personal pronoun "we" presented that SS invited readers to take the responsibility of what have been stated. Therefore, the "we" here had set a mutual relationship between writer and readers.

Extract 4.42 SS – Construction of Self in Writing (p. 99)

My informal talks with colleagues (who teach writing) and **my observation** of how writing has been taught have told **me** a great deal that writing teachers view reality and truth as residing in the academic discourse community – a community which has the final say in judging (to accept and to reject) writing as consistent with its conventions.

The extract above was very personal since it contained first possessive pronoun "my" and object pronoun "me". Those definitely implied how writer got involved in his study. Consequently, it put high self-assurance for readers. All the evidence (how writing has been taught) and all the witness (SS' colleagues)

became his means to assure readers. The sense of self-assurance was different if the pronoun was omitted, e.g. “Based on the informal talks and observation which are conducted, it is obtained the reality and the truth as residing of academic discourse community”. In another words we said that the existence of the pronouns has indicated how writer is doing some legitimacy (Ivanic & Camps, 2001).

4.1.2.2 Different Power Relationship between Writers and Readers

The extent of interpersonal relationship between writers and readers also aligns with how writers show their authoritative voices in their writing. The authoritative voices, according to Ivanic and Camps (2001), are manifested in some manners and the very typical manner is the use of first personal pronoun which has been previously discussed and particular personal references. The discussion seems to overlap, however this subsection focuses on how the first personal pronouns affect the power relationship between writers and readers.

Extract 4.43 AM – Linguistic Landscape

p. 127

As I have previously mentioned in chapter 4, the use of English on public signs in the five areas is categorized into three.

p. 201

In this section, I will discuss the differences and similarities between the present and previous study by Backhaus (2007), Bruyel-Olmedo & Juan-Garaub (2009), Huebner (2006), and Manan et al. (2015)

By looking at Tang and John's (1999) study toward the use of first personal pronoun, particularly the "I", the illustration from AM's Dissertation pointed the role of pronoun "I" as the architect of the essay (Tang & John, 1999). In those illustration, being the writer, AM was in-charge presenting her writing, including organizing the structure of the text. The use of "I" in the sentences "As I have previously mentioned" and "In this section, I will discuss ..." exhibited her authority towards the presentation of the writing. As the consequence, readers acted as the "recipient". It meant that readers merely read the writing, and they did not have any responsibility towards the text contents or writer's idea.

Extract 4.44 ID – Learners Metaphor Competencies, p. 191

The previous research has shown that metaphors are used in **our** daily life, and are useful in communication to enable **people** to send the message and **the hearers** to receive the information as intended by **the speakers**. Speakers are able to clarify the concepts, and describe something more clearly using metaphors.

In general, **people** have the opinions that metaphors are only used in literary work especially in poetry. They rarely pay attention that metaphors are also used in our daily life.

In that extract, we see how ID began with an impersonal sentence which was manifested in the use of possessive pronoun *our*, and the personal references such as *people, the hearers and the speakers*. However, the pronoun "our" actually could indicate something personal since it subsumed less scope rather than "people" as the reference. The "our" mainly referred to the writer and the readers, whereas *people, hearers, and speakers* referred to more general subject. However, the subject *people* in the sentence "In general, **people** have the opinion that metaphors are only used in literary works" impressed a representative of

particular group of people who have that kind of opinion. Besides, the reference “people” referred to anyone outside the writer and the readers, as illustrated in the following sentence “They (people) rarely paid attention that metaphors were also used in **our** daily life”.

Thus, regarding the degree of power relationship between writer and readers, the “our” expresses an equal position between the writer and the readers. Both of them were sharing the same “daily life”. In contrary, the writer and the readers looked like being separated from the subject reference “people”. The people opinion toward the use of metaphors had created two different groups, i.e. the people themselves, and the writer-readers group.

Extract 4.45 SS – Construction of Self in Writing (p. 106)

We can see here that the Sandra’s struggle to learn the conventions of academic discourse often risks her personal ethos being suppressed in difference to the conventions.

Referring to the use of pronoun “we” in the extract, I noticed that the writer “invites” the readers to get involved in the study. Since the “we” referred to both writer and readers, it implied the share power of authority between writer and readers. In this context, SS had an intention that what he had found towards Sandra’s struggle to learn of academic discourse was not mainly his finding. He let the readers experience and also find the similar things to his.

Extract 4.46 SS – Construction of Self in Writing (p. 115)

The most revealing episode during **our** intensive individual conference is when **we (I and the three student writers)** began doing the “transaction” of ideas - an academically healthy event where the students enthusiastically posed questions, clarified their points that seems unclear and ambiguous to **me**, and somberly

defended their positions as they sensed I had misunderstood what they wanted to say.

To contrast with the previous extract, this extract provided power authority towards readers. The pronoun “our” and “we” referred to the writer and his three student writers. I could see that SS intentionally conveyed what he and his students experienced. He explicitly excluded the readers from the “we” *community* by putting additional information in brackets. Hence, the readers were put merely in readers’ position.

The extract definitely illustrated a personal writing because of the use of the pronouns such as “I” and “me”. Those also described the full-authority of writer in his writing. In that paragraph, SS made a clarification of his experience with his students. He explained the dynamic process of the discussion with his students. The power of his authoritiveness was obviously seen in part of sentence “... that seems unclear and ambiguous to **me** and somberly defended their positions as they sensed **I** had misunderstood what they wanted to say.” SS established his position and identity as a researcher and a writing tutor.

4.1.3 Textual Function

Regarding the textual function, the analysis was conducted to find out how written text is constructed physically (Ivanic & Camps, 2001). Considering the fact that writers have their own characteristic in displaying the writing texts, this subsection reveals the physical characteristic as the writers’ choices to be the “mode of communication” (Ivanic & Camps, 2001).

In their study, Ivanic and Camps (2001) tried to recognize some characteristics that the writers displayed in their writing text. Some characteristic which were very typical is the use of semiotic modes and paralinguistic elements in written language as well as verbal modes (Ivanic & Camps, 2001). The semiotic modes were displayed through any figures, symbols, schemes, etc. Meanwhile the paralinguistic elements, according to Ivanic and Camps (2001, p.42), included “the choice of font, point-size, means achieving of emphasis, and even the space on page”. Hence, all of those semiotic modes and paralinguistic elements also played significant role in constructing writing identity.

Regarding the five Dissertations, basically each writer has established particular modes and elements in their Dissertations. The main functions, actually, is to provide an effective way to convey writers’ ideas and to organize the writing structure. The followings are some findings aligning with the modes and elements of the writings.

In her Dissertation, AM inserted many figures of Linguistic Landscapes and used tables to display the results of her findings. I considered that AM’s decision to inserts the figures was the best way to provide readers sufficient descriptions of Linguistic Landscape which occurred in particular areas. Besides, the use of tables to deliver the findings was very effective to create an organized and structured data.

To have different characteristic from AM, ID inserted many charts to display her findings. Since she employed a quantitative study, she was dealing a lot with statistical data. The charts were the supplementary of the results data. The

charts had helped readers understand the data results as long as readers were able to read the charts. In the contrary, if readers had no ability to understand it, the chart will be useless. Thus, writer commonly supplied the description of the chart in verbal language, as it had done by ID in her Dissertation.

In spite of narrating his framework of the representation of self in knowledge construction, SS used schema to present the summary of his framework. Similar to Ivanic and Camps' (2001) identification toward their student writers, I also viewed that SS considered to use visual mode to convey his thoughts was in purpose that the schematized thoughts would impress simpler to understand.

Another interesting textual construction is what has been done by GW in her Dissertation. Since she wrote about teacher's reflective practice, she was dealing a lot with teachers' experience which was written in their reflective notes. The teachers' experience became very worth data to analyze. To deliver how their experiences were, she quoted her teachers' reflection. The quotations were approximately long quotes. I identified that this became her way to create a kind of situation in which the teachers were likely telling and reflecting their experience directly.

Regarding the employment of paralinguistic elements, I identified that each writer consistently employed particular elements which became their textual construction. For instance, in AM's Dissertation, she categorized the public signs into some groups. According to the sector, they included, namely Education Sector (abbreviated EDU), Financial Sector (FIN), Health Sector (HEA),

Transportation Sector (TRA), and Mechanic Sector (MEC). She deliberately used capital letters for the abbreviation to distinguish from other words, since they frequently occurred in the text. Also, AM always italicized all words and phrases which contained, for instance, code mixing and code switching, etc. Meanwhile in HT's Dissertation, he kept on using bold typed and italic words to point the discussed collocation. ID also employed paralinguistic element such as the use of capital letters to any linguistic metaphors produced by the students, for example INTERNET IS A HUMAN, INTERNET IS SOURCE OF INFORMATION, INTERNET IS NATURE.

4.2 Discussion

Referring to the first research question, this study finds out the extent of features by which writers' identities are revealed. Adopting the work of Ivanic and Camps (2001), this study also employed the three macro function of language by Halliday (1985; 1994; Halliday & Matthiessen, 2004) as the analytical tools. Each function was described using related features by which the discursial choices were analyzed.

In case of Ideational Function, the findings of Ivanic and Camps' study and this study were more or less the same. Basically writers employed particular terminology which corresponded to their topics. This became a mean for writers to note their interests and knowledge towards the topic. However, the lexical choices were not only in the scope of related terminology, but also particular words and phrases which were considered support the discussion. In this function,

the writers' values and preference towards certain lexical and syntactical choices were revealed including the noun choices, and the preference to employ the passive forms. Whereas in constructing of writers' knowledge in regards to how writers align with others' works, it was found out that writers had already established their own position by assimilating or even rejecting others' idea.

Regarding the Interpersonal Function, the use of modality and authorial presence significantly influenced how writers built their relationship with readers. The use of modalized verbs constructed writers identity whether they were definitely sure, not really sure and certainly not sure towards particular situation. Therefore, it is approved what has been noted by Halliday that the sense of probability itself has level, whether it is high, medium, and low (Halliday & Matthiessen, 2004). Meanwhile in case of the use authorial presence, it was obviously seen that mostly writers tended to avoid the "I" subject. They tended to stay in comfort zone by constructing the passive form. However, writers had started to share power with readers by using "we" as reference which meant both writers and readers took the same responsibility.

In case of Textual Function, writers' identity was constructed through the physical appearance on their writings. They have already determined particular modes which were displayed to deliver the message. I figured out that the mode choices were not merely based on writers' interests but mainly how the ideas conveyed well.

4.3 How are L2 writers' constructions of identity in their writings manifested in the four aspects of writing identity by Ivanic (1998)?

To answer the second research question, the findings of the previous subsection were analyzed to find out how the four aspects of identity proposed by Ivanic (1998) were manifested in the findings. Each aspect includes all the three functions of language by Halliday (1985; 1994, Halliday & Matthiessen, 2004).

4.3.1 Autobiographical Self

As it is mentioned in Chapter 2, the aspect of Autobiographical Self is in regards to “the identity which people bring with them in any act of writing” (Ivanic, 1998, p.24). As the consequence, writers' backgrounds, including their interests, ideas, opinions, commitments, voices, sense of worth, and literacy practice, primarily influence writers in constructing their writings. Hence, this section wants to reveal whether writers' identity which is constructed in framework of the three language functions support writers' identity in autobiographical aspect.

Ideational Function

Based on the findings related to the ideational function, I found that some findings in this function manifested the aspect of Autobiographical Self. In the subsection of the ideational function namely *Associating with Writers' Interests, Objects of Study, and Methodologies*, I captured that how writers employed particular terminology, surely, in regards with writers' knowledge and interest towards the discussed topic. I figured out being doctoral students in linguistic they

surely concerned with everything to do with language, means that their focus of interest is in language study. Also, their level of knowledge related to the particular study is worthy enough to name them as scholars.

Since study of linguistics covers many fields of study, I assumed that the choice of the field of study was in regard to their interests. This assumption probably is below writers' consciousness as Ivanic said that:

People are sometimes able to write about what interests them, and sometimes not. Taking up the other meaning of "interest": people are sometimes writing because it is 'in their interest', but sometimes because it is in someone else's interests, and not serving the writers' own interests so much. (Ivanic, 1998, p.25)

Since there was no supplementary data such as interview with the writers, unfortunately this study could not provide exact source to clarify writers' background to write certain topic. Nevertheless, as I stated in the previous that this study purely interpreted the identity which lied beyond the writing.

I figured out that each writer exhibits their knowledgeable and interests towards their topic discussed through the lexical choices of their writings. For instance, the use of very common until specific terminology in sociolinguistics such as *bilingualized signs*, *code switching*, *English borrowing*, and *morphosyntactic idiosyncrasy* represent AM's knowledge being a scholar in sociolinguistic. Similarly, the other four writers included particular terminologies which were in accordance with the topic they discuss. Besides, I considered that being knowledgeable and interested was also indicated by the diction of certain words or phrases in the writing as the product of creativity. Instead of using common words or phrases, writers were free to modify or find any suitable terms to deliver ideas. For illustration, SS kept on using the words or phrases that he had

cited although they probably were not common among audience. This would encourage the audience to seek for what the words or phrases were intended.

Interpersonal Function

In accordance with the Interpersonal Function, the manifestation of Autobiographical Self eventually exists in the way writers show self-assurance and certainty in their writings. The way writers showing their certainty implies writers backgrounds including their opinions and commitments.

Referring to the illustration which has been clarified in the previous subsection (4.1.2.1), it notes how writers' opinions or commitments occur in the presence of categorical present tense verbs. As it is illustrated, being a writer, HT, intended to employ simple present tense telling his opinions about Indonesian writers' competency in using collocation. In that way, he delivered his idea and assured readers as well.

Another example is taken from SS' Dissertation on how he delivered his ideas as illustrated in 4.1.2.1 subsection. The manifestation is obviously seen when he tried to generalize his findings. He likely wanted his findings and his ideas as well were relevant to both his student writers and all basic writers.

The use of modality also brings the sense of interpersonal relationship between writers and students which manifests the Autobiographical aspect. Since the writers convey their ideas using modality verbs which imply tentative claim, as illustrated by extract from GW in 4.1.2.1, this makes sense that writer gives an interpretation rather than opinion. The writer's interpretation brings effect in the act of GW in writing that she tended to use modalized verb showing probability.

Textual Function

Due to the findings in Textual Function, to determine the manifestation of this aspect needs particular consideration. Since there is no additional information from the writers about their backgrounds, it needs a kind of interpretation to see what beyond the writers employ particular acts of writing. For instance, the insertion of figures might lead to the writer (in this case AM)'s background that she had encountered a lot with her research of linguistic landscape. Therefore, she considered that it was essential to insert what she had found to provide real description of her findings. I considered this as the act of writing as the effect of writers' background.

4.3.2 Discoursal-Self

Concerning with the Discoursal-Self Aspect, the analysis was conducted to see "the discourse characteristic of a text which related to values, beliefs, and power relations in the social context" (Ivanic, 1998, p.25).

Ideational Function

Referring to the findings of how writers construct their identity based on Ideational Function, I found that some of them manifest the aspect of Discoursal-Self. The manifestations are the presence of writers' values and beliefs which become the characteristics of the writing.

Seeking for the manifestation of the aspect in case of Noun Choices, it is obtained some values that the writers maintain throughout their writings. The inanimate and animate subjects employed manifest the Discoursal-Self of writing

by which writers determine the focus subjects of their discussion. The findings are presented as follows.

AM, in her Dissertation, revealed her identity that she encountered a lot with inanimate objects, in this case public signs, rather than animate objects. The paragraphs clarified the language usage phenomena of the public signs which were broadcasted in the main streets of certain areas. The inanimate objects (public signs) became the centre of the discussion. She put a big attention to every detail of the language usage to obtain detail information as well of what actually occurred in accordance with sociolinguistic study. Whereas, the animate objects which mostly refer to special type of person whose publication is cited (Ivanic & Camps, 2001), and general references, acted to support the findings delivery.

In the contrary, GW more used human representation, since her Dissertation focusing on the teachers (student teachers) in their experience conducting the teaching process in class. There were so many human representations including the person whose publication was the reference of the study, and the persons who were the participants of the study.

In case of Lexis, I found that all writers maintained particular values in their writings. The values referred to intellectual processes which included process of comparing, categorizing, classifying, and judging. For instance, in her Dissertation AM employed classifying and comparing strategy as it is illustrated in the previous subsection. Meanwhile ID, in my opinion, she stated exactly what caused problems in understanding metaphor. So did HT, he employed judgment word, i.e. *fail*, to view the Indonesian writers competency in using collocation.

In regard to the use of passive form, the manifestation of the aspect is obviously seen to reveal the relation between discourse characteristic and their position towards the topic. Generally, all writers employed passive form to put more attention to the passive subject and the affected phenomenon rather than to the agents who could be unknown or too general. Nevertheless, when writers employed passive form, they sounded “less-voice”. As written by GW, in order to avoid the extent of “I” probably, she intended to use passive form.

Besides, the value of taking responsibility towards the particular phenomenon encourages writers to employ passive form. The illustration from GW and SS in the previous subsection has noted that the agentless passive form actually wants to invite everyone who concern with the discussion to take responsibility of the issue conveyed.

Interpersonal Function

As it is conveyed in the previous subsections (4.1.2.1 and 4.1.2.2) that some features which were employed by writers became their identities as well in regards with their effort to build relationship between writers and readers (Ivanic & Camps, 2001). I considered that this effort contained values, beliefs, and even power relationship (Ivanic, 1998). Therefore, this indicates that the manifestation of Discoursal-Self aspect in the Interpersonal Function mainly exists.

I saw that all of the features in Interpersonal Function revealed the manifestation of this aspect. The evidence to employ categorical present tense verbs indicated how writers tried to convince their readers the general truth or fact. As written by HT, he chose to use present verbs rather than past verbs since

he wanted to assure readers that his finding did not merely a report, but a fact that occurred among Indonesian writers. Whereas in modality, writers were selective to determine the modalized verbs since they considered the intended meaning which they wanted to convey. For instance, not in all cases the writers exhibited assurance claim. There were sometimes that tentative claims, by using modalized verbs *could*, *might*, were employed to draw writers' interpretation (Ivanic & Camps, 2001).

In addition, the first personal pronoun such as "I" and "we", and the expression like "the author", "the writer" becomes the discorsal characteristic in writing by which writers construct their identity. Based on the five Dissertations, I see that some writers, have been established their position through the use of the subject "I". By using the "I" the sense of self-assurance is obviously seen. Also, the writing sounds more personalized.

Textual Function

Referring to the manifestation of writing characteristics which imply values, beliefs, and power relationship in the Textual Function, I viewed that the "mode of communication" (Ivanic & Camps, 2001) chosen by writers brought impression of their values, beliefs, and even power.

To illustrate, the use of schema in SS Dissertation impressed that this mode of communication brought a value for the writer that he wanted to schematize his thoughts. Hence, the schematized thoughts helped readers understand his way of thoughts and sound logic.

Another writers' identity which implies the manifestation of this aspect is the paralinguistic employed by particular writers. AM employed abbreviation to name the sectors which she used to categorize the public signs. I viewed that this mode brought similar value as SS' that she wanted to provide readers an efficient mode since the categorization occurred many times.

4.3.3 Self as Author

Regarding the aspect of Self as Author, the analysis concerns "the writer's voice in the sense of the writer's position in the writing" (Ivanic, 1998, p.27). The manifestation occurs whether there are certain features which present the sense of authoritativeness being the writers.

Ideational Function

Based on the findings in Ideational Function, particularly in the use of Passive Voice, it was stated that basically some writers employ passive voice to emphasize the passive subject (subsection 4.1.2.1). Also, in particular condition, they intentionally avoided to employ the "I" subject if they use active voice. This affected the manifestation of Self as Author in writing. It indicated that in conveying their ideas, writers felt more comfort to "hide" themselves in order to provide writing's objectivity.

In case of constructing writers' knowledge making, aligning with the ideas from other authors, writers should "establish their identity in terms of ideas and voices" (Ivanic, 1998, p.187). As revealed in the previous subsection, in this case GW, she had already established her position towards the ideas from other author.

The paragraph shows us that she deliberately needed other's idea to support her idea. However, she had ended the paragraph with her own voice which told readers the core of her discussion topic.

Interpersonal Function

The sense of authoritativeness obviously might occur when writers employ certain features such as the first personal pronoun "I" or "we". Although the use of "I" still becomes a debate among academic writers (Hyland, 2002) since it decreases the objectivity of the study, recently the use of "I" is common among academic writers.

Concerning with the findings of the use of first personal pronoun, I noted some manifestation of the Self as Author aspects which are clarified as follows. I recognized that writers employed "I" and "we" to establish their position towards their thoughts, means that they took responsibility of their arguments (chapter 4, subsection 4.1.2.1). Also, it is an effective way for writers to assure readers that their ideas deserve to be accepted. Another illustration also revealed that the use of "I" mainly put writers as the author and readers merely were the recipient of what they read. This is in accordance with what Tang and John (1999) suggested that writers act the role as "the architect of the essay" (Tang & John, 1999). Besides, in his Dissertation, SS used the personal pronoun "I" to show full authority of writers towards the study (Chapter 4, 4.1.2.1).

Textual Function

In regards to the Textual Function, the sense of Self as Author has not occurred strongly yet. I claimed this way since the "mode of communication" that

the writers established in their writings merely showing their writing strategies. The strategy leads to the writing purpose, i.e. how to provide systematic, efficient writing which help readers understand the writing contents easily.

4.3.4 Possibilities for Selfhood in the Socio-Cultural Context

According to Ivanic (1998, p.27), the aspect of Possibilities for Selfhood deals with several ways of doing the same things in social context of writing (p.27). It means that some identities become prototype of particular writers. In the context of this study, the writers are scholars of linguistic study. Moreover, in social context of their Dissertations, they are considered being part of academic community by which there are particular academic writing conventions which are employed in their writings.

Ideational Function

To analyze the manifestation of this aspect in the Ideational Function, I focused on two Ideational Functional subsections, namely how writers' position themselves towards particular values, beliefs and preferences, and writers' knowledge making. I considered those two subsections contain features, such as the values of using the passive forms and certain nouns which lead to the manifestation of Possibilities for Selfhood.

The five Dissertation writers constructed their identity according to their values, beliefs, and preferences including in how they used passive forms. According to the findings of the previous discussion (subsection 4.1.1.2) basically, all writers employed the passive form since they wanted to emphasize

on the passive subject. This value has brought to a claim that the writers shape possibilities for selfhood by which they share similar discursal style, i.e. passive form, in conveying idea.

Whereas regarding the lexis of the text, considering the fact that the writers were dealing with academic writing, they share similar value, i.e. employing particular intellectual process words. Therefore, it is common among writers to associate with words which are indicating definition, classification, argumentation, evaluation, and even judgment. This illustrates how writers shape their own identity which also supports the academic context.

Also, the other obvious characteristic of being members of academic community is aligning with others' idea. This becomes feature of possibilities for selfhood among academic writers. By associating with other's idea, it implies an interaction between writers' own voice and others'. Hence, there are two possibilities whether writers will maintain their own voice or give opportunity to others' being noticeable. In this study, basically writers acknowledge others' voice to support theirs.

Interpersonal Function

As clarified in the previous, the Interpersonal Function is dealing with building relationship between writers and readers. The most obvious feature is how writers establish their position by using particular lexical feature including the first personal pronoun. Meanwhile some people disapprove the use of first personal pronoun "I" and "we" in academic writing (Gong & Dragga, 1995;

Spencer & Arbon, 1996: 26, as cited in Hyland, 2002b), another deliberately employ them including in some of the five Dissertations. The value of “authorial presence” has encouraged some writers to use the personal pronoun, particularly “I”. Hence, this feature has taken significant role of the establishment of possibilities for selfhood, i.e. the use of “I” has been a typical feature in academic writing. Also, the sense that academic writing is not absolutely impersonal has supported the academic writers to employ the “I”.

Textual Function

The manifestation of Possibilities for Selfhood in the Socio-Cultural Context has appeared in the Textual Function but it is very limited. This function emphasizes mainly on the physical appearance of writing rather than the social aspects which might occur through the writings. However, considering the fact that the writers are part of academic community in general, they understand that there are particular conventions among scholar including in writing organization. The conventional writing organization has constructed possibilities for selfhood among academic writers. By following “generic structure” of academic writing convention indicates that writers support particular disciplinary identity, i.e. being part of academic community. This situation is in accordance to what noted by Ivanic (1998, p.28), the attention of Possibilities for Selfhood manifest in the way how the writing supports social context, such as supporting particular disciplinary identities, gender identities, or perhaps political identities.

4.4 Discussion

After finding out how the writers' identities are constructed using the framework of three language functions (Halliday, 1985; 1994; Halliday & Matthiessen, 2004), the findings are analyzed to see how the four aspects of writing (Ivanic, 1998) are manifested on it.

Based on the findings, all aspects were manifested in each function, but in different degree of appearance. It means that the aspects might obviously occur in the functions or they need supporting information outside the main text. In terms of the aspect of Autobiographical-Self and Self as Author, they were not strongly manifested in the Textual Function. The fact had proven that those aspects needed additional information which reveals writers' personal and writing background instead of the writing products.

Basically, the Autobiographical Aspect is manifested in each function. The writers' backgrounds surely influenced "the act of writing" (Ivanic, 1998). Particularly in the Ideational Function, the writers' interests were shown based on the choices of their Dissertation topics. Although, it was still very open possibility since there was no exact data from the writers who state that way. Meanwhile in case of Interpersonal Function, I considered writers' opinions and commitments influenced their relationship with readers. The opinions and commitments were the output of writers' backgrounds which was probably maintained from their past up to recent time. Similarly, in case of Textual Function, the writers' consideration to display particular mode might be in regards to their past experience.

Concerning with the Discoursal-Self Aspect, I figured out that there was evidence how values, beliefs and power relationship occur in the discoursal choices on writing. The lexical, syntactical, and display mode choices represented a kind of writers' values, beliefs, and power relationship. For instance, the sense of being academic writers had led them to be more impersonal rather than personal. Therefore, they tended to avoid the "I" and employ agentless passive forms to gain the impersonality and objectivity.

Referring to the Aspect of Self as Author, the manifestation occurred in the Ideational and Interpersonal Function, but it did not significantly present in Textual Function. The way writers employed the "I" as subject and aligned with others' idea is the evidence how they "saw and presented themselves as author" (Ivanic, 1998). The sense of authoritativeness definitely existed when they confidently presented themselves as "I". It indicates that they were fully in charge of the particular claim and experience as well. Also, when aligning with others' idea, I saw that writers had acted their role as the "authority holder" since they had equally put themselves with others' by providing their own voice.

The fact of being part of academic community has influenced the writers employing what has become the prototypical identity among academic writers. Hence, the Possibilities for Selfhood are manifested. The writers employed common academic writing conventions including attributing others' idea (Ideational Function), the self-reference "I" (Interpersonal Function), and conventional academic generic structure (Textual Function). Those features shaped the self-hood among writers and significantly they contributed to the

establishment of those features as part of the Possibilities for Selfhood in academic community.

In addition, the features such as the assertion of others' idea and the use of first personal pronoun present writers' role in the academic community as well, i.e. the role as a student or a contributor (Ivanic, 1998, p.297-300). As noted by Ivanic (1998), the presence of attribution of others' idea brings its particular function, i.e. "establishing the extent of existing knowledge and laying out the existing knowledge" (p.299). Regarding the five Dissertation writers, they established themselves as a student and a contributor as well. As it is clarified in the Writers Knowledge Making subsection (Chapter 4, p.27), GW and SS, for instance, acted as a student and a contributor respectively. The way GW aligned others' ideas implies how she arranged the existing knowledge to be a set of idea. Whereas being a contributor, SS established the extent of existing knowledge by providing his contradictory opinion.

In case of the presence of first personal pronoun, I assumed that it revealed an effort to convert a common convention in academic essay. As it was noted that the first personal pronoun presented personal argument and implied "author-saturated" text (Geertz, 1988, as cited in Sugiharto, 2012, p. 109). On the contrary, many people are still arguing that "it is unnecessary to reveal subjectivity explicitly" (Ivanic, 1998, p.308). This impinges upon two different "ideological stance" among writers who employ the first personal pronoun and who don't. Hence, the first personal pronoun establishes the Possibilities for Selfhood among writers.

Regarding the writing structure which shared among writers, Doctoral Dissertation, Master Theses and any other writing product under the circumstances as requirement of fulfillment of particular degree, are a special case. Basically, an institution has its own writing regulation which functions as student writers' guideline in constructing their discussed topic. Consequently, it is a must for the student writers to follow the guideline. In fact, they perform differences in organizing the text. To take for instance, the five Dissertation writers textually provided differences in organizing their writing, particularly in elaborating the Findings and Discussions. I claimed this as part of their identity in concerning with the construction of their ideas and thoughts. Nevertheless, they considered the selfhood among academic writers as well by which particular text construction should be employed.

CHAPTER V

CONCLUSION, SUGGESTIONS, AND IMPLICATIONS

5.1 Conclusion

Concerning with the research questions, this study has aimed at describing how L2 writers construct their identity in writing adopting the three language functions framework by Halliday (1985; 1994) and figuring the manifestation of four aspects of writing identity by Ivanic (1998) in writers' identity construction. Hence, there are some conclusions which are drawn from the findings and discussion of the analysis.

The three functions of language have accommodated the analysis of the identity constructions. It revealed that all writers constructed their own characteristics and in sometimes shared similar one.

In case of Ideational Function, I viewed that what was presented in the Dissertations including the topic, the terminologies, the noun choices, the stock of words, the sentence structure, and the way writers aligned with others' idea associated with writers' interests, values, and beliefs (Ivanic & Camps, 2001). Writers intended to show their interests, values and beliefs as the recognition of others towards what they were writing and who themselves were.

In case of Interpersonal Function, based on the findings I concluded that mostly second language writers were keen on staying in comfort zone by employing tentative modalized verbs and avoiding the "I" subject. Thus, writers

set less power relationship with readers, although there was also some writers which started to actualize themselves by employing first personal pronouns.

Besides, in case of Textual Function, unfortunately there was no exact evidence why particular modes were displayed. However, no matter what lied beyond, the text physical appearance also contributed to construct writers' identity since each writer had different textual appearance.

Regarding the Four Aspects of Writing Identity by Ivanic (1998), I concluded that those aspects were manifested in the writers' identity constructions. The Autobiographical Aspects was manifested in the existence of writers' interests, values, and beliefs which basically corresponded to the writers' backgrounds. The Discoursal-Self Aspect was manifested in the discoursal choices which definitely described writers' values, beliefs, and power relationship. Meanwhile, the Self as Author Aspect was represented in the way writers attributed others' idea and provided significant claim as well. Also, the sense of having social selfhood was shown by the prototypical conventions which were employed among writers.

Finally, based on the three language function writing construction and the manifestations of the four writing identity aspects on it, I prove that writing exactly reflects writers' identity. Therefore, it is in accordance to William (2008)'s claim that identity is always present in writing and Ivanic's statement that writing is an act of identity. This study also provides significant evidence that being second language writers, they also construct their identity in writing through the presentation of lexical, syntactical, grammatical and other discourse choices.

There are always particular backgrounds and intended meanings why writers employ certain features.

Therefore, it is very important to encourage second language writers to be aware not only of their writing proficiency, but also of their own writing identity. Recently, writers are getting to be freer, and more confident to establish their own identity in writing, including in academic writing. It seems that learners' attitude towards academic writing is more open (Tang, 2006). It means that writers are "more aware of their demeanors, personalities, and stances that they convey through writing" (Tang, 2006, p.77). However, they are still staying in circle of academic writing community by which particular prototypical writing conventions are maintained. Then, their writing identity becomes valuable contributions to enhance the quality and characteristics of their writing.

5.2 Suggestions

The fact that discussion on writing identity includes wide scope and corresponds to the results of this study, there are some suggestions which should be considered for further studies.

First, since this study is mainly text analysis study, the factual and actual data of the Dissertation writers are very limited. Consequently, certain features like the influence of writers' past experiences towards their writings could not be further investigated. Therefore, in further study, additional supported detail information about writers is recommended which can be obtained by an interview.

Second, it needs to be elaborated in further studies the investigation towards writers' identity in framework of only one language function or one aspect of writing. Therefore, deeper, more specific and accurate findings will be obtained.

Third, it is also interesting to know whether the writers show tendency to establish similar identity or not. Therefore, further studies which focus on a particular writer and his or her writing products will be challenging to conduct.

5.3 Implications

Based on the above findings, several implications for the teaching of writing in ESL context follow. First, teacher may help the students establish their writing identity. By knowing the presence of Interpersonal Function, for instance, teacher may know the students' tendency how they reveal their self-assurance. Thus, teacher should provide feedback of the students' writing that conveying, for instance, whether they should try to employ any first personal pronouns, and be critical in employing the modal verbs such as *may* or *must*. Besides, teacher is able to compare some writings and explore the writers' identity constructed in the writings. This would bring the students to a new mindset of the way they write.

Second, teacher should develop a writing assessment rubric that accommodates the writers' identity. Based on the findings, we figure out that the five writers construct various identities in their writings. It indicates that even "academic discourse is not monolithic" (Ivanic, 1998, p.329). Therefore, teacher should avoid employing kind of "writing policy" which is considered to limit his/her students to construct their writing identity. Consequently, teacher not only

should keep on pushing the students to fulfill basic “mechanical writing criteria” (Tang, 2006, p.76) including developing thesis statement, writing cohesive paragraph and employing correct grammar and punctuation, and proper citation, but should also heighten students’ awareness of their self-identity in writing.

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