THE IMAGINED COMMUNITIES OF 2011 STUDENTS OF ENGLISH DEPARTMENT OF SATYA WACANA CHRISTIAN UNIVERSITY
Febi Kusuma Dewi and Anita Kumriwati

TEACHERS’ OPINION OF THE TEACHING OF ENGLISH IN THE ELEMENTARY SCHOOL CURRICULUM IN AMBARAWA, CENTRAL JAVA
Maria Dewinta Ratni Sari and Christane Manara

LANGUAGE FUNCTIONS USED IN THE CLOTHING ADVERTISEMENTS IN SUAVE CATALOG MAGAZINE
Nobarta Nissa Edna Ryantono and Maria Christina Eko Setyanini

CULTURAL EXPERIENCES OF TIMORESE STUDENTS IN STUDYING IN ENGLISH IN SATYA WACANA CHRISTIAN UNIVERSITY
Rofinur Dastan Warat

STUDENTS’ AND TEACHERS’ PERSPECTIVES TOWARD THE USE OF L1 IN TRANSACTIONAL SPEAKING CLASSES SEMESTER II 2009/2010
Shinta Dewi and Listyani

TRANSLATION TECHNIQUES USED TO TRANSLATE HARRY POTTER AND THE DEATHLY HALLOW NOVEL
Nesya Nathania and Andrew Thien
The journal welcomes articles on English language teaching and research. Articles should be in English, typed, double-spaced on quarto-sized paper. The length of the article should be between 15-20 pages including the references.

Non-research articles should be organized as follows: (a) Title, (b) Writer’s full name without academic title, name of institution written below the writer’s name, (c) Abstract, (d) Key Words, (e) Introduction, (f) Discussion with sub headings (g) Conclusion, (h) References, following APA style guide.

Research articles should be organized as follows: (a) Title, (b) Writer’s full name without academic title, name of institution written below the writer’s name, (c) Abstract, (d) Key Words, (e) Introduction, (f) Method, (g) Results, (h) Discussion, (i) References, following APA style guide.

Articles should be sent to Gusti Astika, Managing Editor of ENGLISH•EDU, Satya Wacana Christian University, Jalan Diponegoro 52-60, Salatiga 50711, or email: gustiastika@yahoo.com. Articles can be sent either via e-mail or post.
ENGLISH ● EDU

Journal of Language Teaching and Research

Managing Editor
Gusti Astika

Editors
Anton Wahyana
Andrew Thren
Anita Kurniawati
Anne Indrayanti Timotius
Maria Christina Eko Setyarini
Victoria Usadya Palupi

Administration
Tri Sunarti

Notes on articles contribution

ENGLISH ● EDU: Journal of Language Teaching and Research

Published by Faculty of Language and Literature
Satya Wacana Christian University
Jalan Diponegoro 52-60, Salatiga 50711
Phone: (0298) 321212 Fax: 0298-312120
e-mail: gustiastika@yahoo.com

Vol. 10 No.1. January 2012

Design Cover & Lay-out:
Harrie Siswanto

Printed by: Tisara Grafika, Salatiga
081 228 598 985

The management of ENGLISH ● EDU is not liable for the content of the article. Legal liability on plagiarism is the writer's responsibility.
THE IMAGINED COMMUNITIES OF 2011 STUDENTS OF ENGLISH DEPARTMENT OF SATYA WACANA CHRISTIAN UNIVERSITY

Febi Kusuma Dewi
Anita Kurniawati
Faculty of Language and Literature
Satya Wacana Christian University
Salatiga

Abstract
The concept of imagined communities is considered as an important factor affecting the English learners’ learning trajectories, motivation, investment, and resistance in their learning (see Kamal and Norton, 2003; Norton, 2001; Pavlenko and Norton, 2005). This research was conducted to investigate the imagined communities of 2011 students of English Department of Satya Wacana Christian University in learning English. The research question is: What are the imagined communities of 2011 students of English Department of Satya Wacana Christian University? The participants of this study were 50 first-year students, who were chosen randomly. The data was collected using open-ended questionnaires. The result of this study shows the participants’ imagined communities which related to English mastery, covered the participants’ comprehension, pronunciation, fluency and accuracy, and also other language chunks (language skills, grammar mastery, vocabulary possession, etc.): the imagined communities of having future occupations, which were grouped as concrete occupations (such as teacher, translator, tour guide, etc.) and abstract occupations (show the criteria of the participants’ imagined occupation); the imagined communities about the participants’ expectation for the future, grouped as expectations for themselves and expectations for the others; and the imagined communities of getting a social recognition as English speakers.

Keywords: Imagined communities, English mastery, Social recognition