INTRODUCTION

The concept of imagined communities is used as the basic idea of some research in second language learning (see among others Kamal and Norton, 2003; Kanno, 2003; Norton, 2001). Imagined communities, which refer to groups of people, not immediately tangible and accessible with whom we connect through the power of imaginations (Anderson, 1991), is considered as an important factor for the success of language learning. Norton’s study of two immigrant women in Canada (2001) gives clear explanation about this issue. Katarina, one of the participants, gave up her ESL class because her teacher did not accommodate Katarina’s imagined communities of being a professional worker. The teacher did not consider Katarina’s background in her native country where she had been a teacher for seventeen years and had been highly respected professional. Thus, when the teacher positioned Katarina as a newcomer and said that Katarina’s English was not ‘good enough’ to take a computer course, she became angry. We should understand that by having completed the computer course, Katarina wished to get recognition as a professional worker as what she had had before. However, the teacher did not accommodate Katarina’s imagined community and caused her withdrawal from the class.

The importance of such imagined communities’ concept is seldom heard and rarely analyzed in Indonesian context. This encouraged me to conduct this research. The purpose of this present study is to investigate the learners’ imagined communities in learning English, which is considered as an influencing factor for English learners’ learning trajectories, motivation, investment, and resistance in learning the language. This study is hoped to give an important contribution to research on second language learning as it can reveal the imagined communities in which the learners’ learning trajectories rely on. The research question guiding this study is: What are the imagined communities of the learners? The results of this study can be useful for teachers in designing classroom activities, preparing teaching materials, and making exercises which are related to what the learners want and need to realize their imagined communities. Moreover, this study gives
an important input for the context in accommodating the learners’ imagined communities which I am sure will help the context to make the teaching and learning process successful.

The term of imagined communities itself, actually refers to what Anderson (1991) once mentioned as a communities that “is imagined because the members of even the smallest nation will never know most of their fellow-members, meet them, or even hear of them, yet in the minds of each lives the image of their communion” (p.6). Wenger (1998) defined the concept of imagination as a process of expanding learners’ selves by transcending their time and space and creating new images of the world and themselves. Norton (2000, 2001), then use the two basic concepts in her researches on second language learning, focusing on the relationship between the imagination and investment in communities of practice. In this study, I would use Norton’s (2001) definition for the term imagined communities or communities of imagination, which refers to communities of practice that characterize the learners’ learning trajectories. It should also be noted that “different learners have different imagined communities” because they have their own investments, histories and desires for the future (Norton, 2001).

Besides, the idea that the learners who came to the classroom did not only “see a classroom with four walls, but envisioned a community that transcended time and space” (Norton, 2001) should be regarded in this study because “although these learners were engaged in classroom practices, the realm of their community extended to the imagined world outside the classroom – their imagined community” (Norton, 2001: 164). Coming to a class, learners may not limit themselves only to what is happening in the classroom, but they may think the implication of what they are learning for their future. For example, the learners are learning English grammar in the classroom and they have an imagined community to be reporters after they graduate from the English Department. In the process of learning grammar, the learners may imagine to use the grammar they are learning for their job as a reporter later on. Imagination in this sense is as if we were looking at an apple seed and seeing a tree (Wenger, 1998: 176).
Imagined Communities in Learning English

Synthesizing the papers by Kamal and Norton (2003), Kanno and Norton (2003), and Norton (2001), I understand that imagined communities in language learning covers what the learners want to be, what they want to have, and what they want to do after they learn the language. The imagined communities of an English learner are not limited to particular ones, but as the imagination which “embraces the entire world, and all there ever will be to know and understand” (Einstein, 1929). The imagined communities is not limited to what the learners have in their mind at the time they are learning, but they can have any imagination they want to be after they finish their study.

Kamal and Norton’s (2003) study which was conducted in Pakistan, tried to reveal the imagined communities of Pakistani students who belonged to an international project of English learning after the 9/11 accident. The participants envisioned themselves as having peaceful country, having true principles of Islam, and being a contributing member of the international community. From this study, we can see that the imagined communities of the participants were varied. It is noted in Kamal and Norton (2003) that since “identities become more hybrid and nation-states increasingly plural, many citizens no longer identify with one imagined community” (Kanno and Norton, 2003: 303). Moreover, the imagined communities are related to the condition of their surroundings. Kanno and Norton (2003) explained that “imagination at even the most personal level is nonetheless related to social ideologies and hegemonies.” They give a clear example in their study (2003) about Pakistani students who concerned themselves with global social issue. The students in the study did not only concern about their own importance, but they also paid attention on the Afgan refugees who were illiterate (see Kamal and Norton, 2003 for fuller discussion).

In understanding the concept of imagined communities in language learning more, it is useful to see Wenger’s view of imagination as a distinct form of belonging to a particular community of practice. Wenger (1998) in Norton (2001) develops three modes of belonging; they are as engagement, imagination
and alignment. By ‘engagement’, he refers to active involvement in mutual processes of negotiation and meaning; while ‘imagination’ addresses the extent to which we create images of the world and see connections through time and space by extrapolating from our experience; and ‘alignment’ addresses the extent to which we coordinate our energies and activities in order to fit within broader structures and contribute to broader enterprises. The three modes of belonging should not be separated so that the community of practice works well. The imagined communities of a learner will be meaningful if the learner gets involved in the process of the negotiation of being or not being a certain person. This part means the learner is experiencing the engagement mode. Then, the learner should imagine what he wants to be, wants to have and wants to do in his future. After that, the learner should use his thought, energy, time, and even money, or in other words the learner should invest, to make his imaginations come true. Wenger (1998) argues that imagination is “a creative process of producing new images of possibility” but it “does not necessarily result in the coordination of action.” So, it is the notion of ‘alignment’ to make the ‘engagement’ and ‘imagination’ become a real practice “because it is through alignment that learners do what they have to do to take part in a larger community” (Wenger, 1998).

Moreover, Vygotsky (1978) also stated that imagination plays a crucial role in students’ development because imagination is the one which can encourage students’ motivation, behavior, and way of thinking while they are learning English. The learners will maximize their effort to realize their imagination because the imagination determines what kind of future is worth struggling for (Simon, 1992).

Kanno and Norton (2003) mention that imagined communities have an important role in creating a powerful vision and directing the students to reach what they have imagined. This is illustrated in Kanno’s (2000, 2003) discussion about Rui, a Japanese who had lived in Australia and Canada for two thirds of his life. Even though his values and way of thinking was more common with Canadian teenagers, he strongly believed that he was Japanese. His imagined community as a Japanese had created
a vision to keep his Japanese identity by maintaining his Japanese language proficiency so that he was regarded as Japanese.

Kanno and Norton (2003) also point out that language learners’ actual and desired membership in imagined communities affects their learning trajectories and influences their investment and learning outcomes. In the study of Norton (2001), Katarina’s case clearly shows how her imagined communities as professional had caused her to give up the English class and led her to take an alternative course, a computer course, that she thought would give her greater access to her imagined communities.

Norton (2001) differentiates investment in language learning into two: symbolic investment which refers to the desire and need learners had for friends, education and religion, and material investment refers to the desire for capital goods, real estate and money. Pavlenko and Norton (2005) stated that how close learners see themselves to be to their imagined communities influence their investment in learning English, which is not merely an effort to improve a skill, but an attempt to establish their identities within an evolving community and to reach out to wider worlds.

Simon (1992) in Norton (2001) argues that “memories, images and desires should be the source for radical renewal, and that students should be encouraged to interrogate why they desire what they do, and whether such desires are consistent with a vision of future possibility” (p. 171). Learners should maintain their imagination and keep asking themselves why they are learning English. They also should be encouraged to make their imagined communities consistent so that it is sure that they will have their vision to make their imaginations come true.

The reason why the imagined communities of the learners should be consistent is because as Lave and Wenger (1991) in Norton (2001) stated that particular social arrangements in any community may constrain or facilitate movement towards fuller participation noted as follows:

To become a full member of a community of practice requires access to a wide range of ongoing activity, old-timers, and other members of the community; and to information, resources and opportunities for participation.

(Lave and Wenger, 1991: 100)
In other words, it is the imagined communities which become the important things to make the learners move forward in their learning. However, the learners themselves also need more ongoing activity which makes their engagement to the community stronger. This means that the more the learners get involved in their imagined communities, the more the learners will struggle to realize those imaginations. Moreover, the learners also need people who have participated longer in the community and other people who have the same imagination with the learners. As Norton (2001) explains it is “through a process of legitimate peripheral participation newcomers interact with old-timers in a given community setting, become increasingly experience in the practices that characterize that community, and gradually move forwards fuller participation in that community.”

Imaginations the learners have after learning English makes them place themselves in a particular place and time based on what they want. Learners will reconstruct their past to form an imaginative construction of their future. For example, an English learner who had a strict English teacher in her Senior High School would feel stressful and reluctant to learn English. Based on the experience, the learner reconstructs her ‘unpleased’ experience in learning English to be her imaginative identity that if she becomes a teacher in the future, she will not be a strict English teacher but a helpful teacher so that her students can learn English in a more relaxing atmosphere. This illustrates that what the learners are imagining cannot be separated from what happened to them in the past as Chambers (1999: 37) stated that imagination is the “red thread” of the reflection of learners’ past experience and learners’ future as English learners.

Moreover, according to Kanno and Norton (2003), imagined communities, like all communities, have defining sets of “rules and regulations.” Vygotsky (1978) in Kanno and Norton (2003), who argued that imagination plays a crucial role in preschool-age children’s psychological development, points out that imagination is rule-based: “The notion that a child can behave in an imaginary situation without rules is simply inaccurate. If the child is playing the role of a mother, then she has rules of maternal behavior” (p. 95). Thus, it remains in the imagination of adults. As the study of
Kanno and Norton (2003), the learners’ imagined communities have requirement for them, which specify what they have to accomplish to gain access to these communities.

THE STUDY

Context of the Study

This study was conducted in the Faculty of Language and Literature of Satya Wacana Christian University. It is located in a small town of Salatiga, Central Java, Indonesia. The study took place in this context because it is a real example of an institution where people want to learn English more profoundly with some things in their minds and future imaginations after they learn English. English is the medium of instructions in teaching and learning process in this department. Both teachers and students also use English to communicate outside the classroom.

Participants

The participants of this study were 50 students from the English Language Teaching Department who were in their first academic year. They were chosen because they had just enrolled to learn English more profoundly in the university. Their initial reasons why they chose English major, not other majors of study, is interesting to investigate because it is related to their imagined communities in which they rely their future on.

The number of the participants was considered sufficient to represent the whole students of 2011 academic year because it was a half of the total number of the students. Their ages were about 18-20 years old. English is a foreign language for them. The participants were chosen randomly and every individual of 2011 academic year students had an equal chance of being included in this study.

Instrument of Data Collection

The data needed were collected with open-ended questionnaires, administered in January 2012. The questionnaires consists of seven questions as followed:
1. Why do you prefer learning English more profoundly in the university?
2. What kinds of occupation do you want to have after graduating from this department?
3. What do you want to have after learning English in the university?
4. Do you think English will help you to be what you want? In what way?
5. What do you want your English sounds like after learning it in the university?
6. What do you want the society think about you as an English speaker?
7. What do you feel while learning English?

I chose open-ended questionnaires because I did not want to limit the participants’ thoughts and responses toward the topic given. Moreover, an open-ended questionnaires has been able to reveal the data needed.

**Data Collection Procedures**

Before giving the final questionnaires, I did a piloting first in order to test whether the directions and the question items of the questionnaires were clear enough. It was distributed to ten of 2011 students on the second week of January 2012. The ten students were regarded as the representatives of the real participants later.

From the answers of the 10 students, there were unclear questions which I should revise by changing the language of the questionnaires from English to Indonesian and simplified the sentences. Besides, I also revised two questions because the students did not give clear answer as what I expected. After revising the questionnaires and I was sure the final questionnaires was understandable for the participants, I distributed the final questionnaires to 80 of 2011 students. The only reason why I only analyzed the 50 responses of the questionnaires was because the other 30 did not answer the questionnaires completely (some of the questions were not answered). As a note, the previous ten students were not asked to fill in the final questionnaires.
Data Analysis Procedures

The questionnaires was designed to reveal the participants’ imagined communities of the following categories: 1) English mastery (related to what the learners want their English will be; question 3 and 5), 2) Occupation (related to what the learners want to be after graduating; question 2 and 3), 3) Expectation for the future (related to what the learners want to do with their English; question 2 and 3), and 4) Social recognition (related to what the learners want the society think about them as English speakers; question 6).

In grouping the data, I found that the data could still be grouped into smaller categories (substantive categories) as: “comprehension”, “pronunciation”, “fluency and accuracy” and “others” for the theme “English Mastery”; “concrete” and “abstract” for the theme “Occupation”; “for themselves” and “for the others” for theme “Expectation for the future”; and “self-quality”, “attitude” and “other” for the theme “Social Recognition”.

The data was then counted quantitatively to see the total responses of the participants for each category. The qualitative data of the participants were analyzed quantitatively. The analysis was described in a narrative way. I named the participants with pseudonyms, represented with numbers.

FINDINGS AND DISCUSSION

From the data, the imagined communities of 2011 students of English Department of Satya Wacana Christian University in learning English could be categorized as follows:

English Mastery

One form of the participants’ imagined communities was English mastery. What I mean by English mastery was the participants’ ability after having learned and understood English completely, and they have no difficulty in using English.

Discussing the English mastery as the participants’ imagined communities, 16.95 percent of the responses showed that the participants wanted to have a good comprehension in using
English. They imagined being able to use English for daily communication and to understand communication in English.

The data also reveals that 14.41 percent of the total responses were about the participants’ imagined community of having English fluency and accuracy. The participants concerned on how they spoke in a fluent and accurate way to the foreigners because they believed that using grammatically-correct English and acceptable pronunciation would increase their self confidence.

Moreover, the 6.78 percent of the responses were about mastery on other language chunks that the participants imagined to have. It covers language skills (listening, speaking, reading and writing skills), grammar mastery, and vocabulary possession. The participants imagined they would improve and had better ability on the language chunks stated above.

Besides, the 61.86 percent of the total responses showed the participants’ imagination on how they pronounced the language. The great number of the responses surprised me because I never thought before that the participants would pay much attention on their English pronunciation. Nine of the participants dreamed their pronunciation would be “fluent so that they are able to communicate with native speakers of English smoothly” (participant 003, 012, 013, 028, 043, 063, 104, 062, and 027).
The above chart showed that 65.75 percent of the total responses for the pronunciation category did not care about the accent the participants used in speaking English. The most important thing for them was their English was understandable so that they could communicate using English smoothly. They were concerned more on the vocabulary used and their appropriateness in using English with correct grammar.

27.40 percent of the total responses for the pronunciation category, were about the participants’ imagined communities related to their concern on the accent they want to have later. They imagined their pronunciation accent would be similar to the native speakers of English. However, even though the native speakers became the participants’ role model in learning English pronunciation, the participants did not refer to any particular speakers. One of the participants, participant 114, clearly stated that she wanted to sound like the Americans because American English was used worldwide and had a clearer pronunciation compared to other accent, such as British. While another participant, participant 045, wanted her English sounds like the British because British accent was more interesting and unique.

While the other 6.85 percent of the participants’ responses did not mention about which accent or which role model they
wanted to have when speaking English. However, they only explained that they did not want to show their Javanese accent while they were speaking English. An interesting response occurred when participant 050 stated he wanted to be able to speak using *Nigga* accent. The accent seemed unfamiliar, but then he explained that *Nigga* accent is used in rap music.

For the most part, the data shows the participants’ imagined communities concerning English mastery was about pronunciation (61.86%). Compared to other categories, the participants preferred to be able to pronounce the English words well rather than being able to master the grammar of the language. It could be a great input for the institution that it was the pronunciation which the participants needed to develop more. As a suggestion, the department could provide more opportunity by re-designing the present speaking classes so that it can fulfill the needs of the students.

**Occupations**

The imagined communities of the participants were also in the form of their future occupations. They wrote that English would be useful when they looked for a job later because learning English gave them knowledge and skills which would be very useful for the future.

Thirteen of the total participants stated that they were sure English was able to “help them in applying a job vacancy because the most important requirement is able to communicate in English” (participant 008, 027, 030, 039, 055, 061, 062, 065, 087, 089, 090, 095, and 112). This idea shows their optimism. They thought that as long as they were able to communicate in English, they had fulfilled the job requirement. Participant 087 stated that “by mastering English, I will get a job easily.” The participant 045 even wrote that English was needed in all jobs. The words ‘easily’ and ‘all’ show how English was regarded as very useful and important in all working fields. The participants’ thoughts show how they had no doubt that English would help them in the future job.
7.81 percent of the responses did not mention the exact occupations as the participants’ imagined communities. In this category, the imagined occupations of these participants were only about the criteria of the occupations such as one participant wanted to work in a company (participant 065). Besides, participant 030 wrote that she did want to work in a company that enabled her to wear a skirt and put her make up on. Other participants envisioned their future to be anything as long as it was not a teacher (participant 070 and 079) and enabled them to get high salary (participant 066).

Different from the above responses, 92.19 percent of the participants were able to mention their imagined communities of what exact occupations they wanted to have for their future. Concrete occupation refers to the occupation which has clear name and specific description about the job. The participants mentioned tour guides, teachers/lecturers, translators, Bank officers, and other occupations as their imaginations.

As we can see in Chart 4, the 47.46 percent of the responses stated that the participants’ imagined community was being teachers and lecturers. However, there were 52.54 percent of the responses which stated that the participants wanted other occupations rather than being English teachers. The participants preferred to have other occupations, such as translators, bank officers, diplomats, journalists, foreign book editors, etc. These
participants’ imagined communities of concrete occupations cannot just be ignored because it may relate to the participants’ reasons in learning English in this department.

Chart 4. The imagined communities about concrete occupations

The percentage of the concrete occupations above raises my concern on how the context implemented its vision and mission in the learning process. The department was actually had an aim to create future English teachers, or in other words it was a kind of English Language Teaching Department. However, not all of the imagined communities of its 2011 students were being English teachers and lecturers. There was something important that should be noticed here. The department should also pay attention to the response of two participants (participant 070 and 079) who stated that they wanted to be anything, as long as it was not a teacher. They explained that being a teacher was troublesome. Their imagination was totally contradictory with the department’s missions. The department should consider more about this issue because it might deal with the success of the English Department students’ leaning in general. To make sure why the participants’ imagined occupations were different from the department’s mission in creating competent English teacher, a further study should be conducted. Moreover, a future study is also needed to reveal how
the department can accommodate the needs of those participants who had other imagined occupations, not as English teachers and lecturers.

Besides, from the responses we can see that the participants positively relied on their future in English. This case explains Norton’s idea (Norton, 2001:164) of how the participants’ imagination communities come into a community of professionals. The participants’ imaginations led their thought that they would have good jobs as professionals. One of the participants in this study stated that he would get wider job opportunity after he graduated from the English Department. His English mastery also enabled him to “work abroad where English is needed for daily and working communication” (participant 079). Similar to his idea, participants 037, 070, 108, and 043 thought that the network they had later after learning English in the university level would enable them to cooperate “with people in the country and also those abroad for any business.” The participants were sure that they would get better chance for their future job than those who did not have English mastery. The participants also agreed that they would get wider network if they mastered English. This finding is similar to Kamal and Norton’s research (2003) which showed the participants’ notes about knowledge of English gave people access to resources that would give them greater opportunity in life, such as in term of future occupations.

Expectations for the Future

In addition to English mastery and occupations, the participants of this study also had their imagined communities concerning their future expectations as English learners. From chart 5, we can see that the major imagined communities concerning the participants’ future expectations were about their imaginations for themselves (83.33 %). What became their expectations were varied, such as participant 004 and 013 who envisioned themselves to be able to go around the world and visited places they had never visited before after learning English. They explained that after learning English they would be able to communicate with people abroad easily and they believed that
English would somehow give them a chance to go abroad and communicate with people from different countries. Similar to the study done by Kamal and Norton (2003) in Pakistan, Pakistani students noted that knowledge of English would enable the Afghan children to communicate directly with people all over the world without the help of translator and to explain to the wider community how much they had suffered. Here, we can see that the participants of the present study, as well as the participants of Kamal and Norton’s (2003) study, were aware of the importance of English as a global lingua franca for international communication.

One interesting response came from participant 047 and 001 who had imagined communities to use English to learn other subjects. Participant 047 stated that she was learning English because she viewed English as “her stepping stone to learn other foreign languages.” Moreover, participant 001 explained that English was the bridge to learn all knowledge. Their imaginations were not without reason; the participants understood that English is very useful for social and economic advancement, international trade, technology, education, and popular culture (Kirkpatrick, 2007). The participants believed that English would enable and help them in their future learning after they graduated. It also shows us how the participants paid attention to the usage of English, not merely English as their subject to be learned, but how English became a gate of learning other field.
Moreover, the 16.67 percent of the total responses showed the participants’ imagined communities concerning what they could do for others. The participants imagined that it is not only them, but also the people around them who could use English for their future. The participants understood that “knowing English is like possessing the fabled Aladdin’s lamp, which permits one to open, as it were, the linguistic gates to international business, technology, science and travel” (Kachru, 1986, in McKay, 2002). They envisioned English would also be very useful for the people.

One of the participants (participant 043) imagined he would “apply English outside the university so that people become interested to learn English.” First, he wanted people became interested in learning the language that was believed to be able to “help some people to gain good jobs and opportunities for education” (Hiem, 2006: 27). Then, similar to this idea, the other participants wanted to educate people using English because they had realized that English would be very useful in the future (participant 045, 055, 063, 076, 108). This case shows that the participants’ imagined communities were not only about their own future and importance, but the participants also imagined the future of the people in their surroundings after they were able to use English.

**Social Recognition**

The imagined communities of the participants were not only in the form of how they wanted their own future would be and what they can do with English, but the participants also cared about how the society would see them as English speakers.

The 52.46 percent of the responses shows that the participants’ imagined community was the society’s seeing them to have several qualities as English speakers. Eleven of the participants (participant 008, 012, 013, 027, 033, 045, 061, 065, 072, 089, 090) wanted the society regarded them as competent English speakers, who were able to communicate using English fluently and acceptably. They did not want the society to think that they just knew English but they could not use it appropriately. Participant 013 stated that she wanted her surroundings to admit
that she has acceptable English pronunciation. While participant 027 and 089 wanted the people viewed their English was understandable.

One interesting response occurred from participant 093 who wrote that he imagined the society seeing him as a person who had many great ideas. As an English learner, he envisioned himself as a person who was creative. However, he did not explain more how learning English made the participant creative.

Besides, ten of the participants (participant 020, 037, 047, 039, 064, 069, 093, 104, 106, and 112) wrote they wanted the society sees them as educated and intelligent people as English speaker. Their response shows how English was considered as having a high value. The participants thought they would get higher level in the society than other people who were not able to use English. English, as a foreign language in Indonesia, becomes a prestigious language because of the position of English as Tonkin (n.d) stated:

In part because of its widespread use in science, technology and education, a use only stimulated by such phenomena as the Internet. In part because it is the language of economic prosperity, and particularly of economic self help and economic consumption: its strong identification with individual betterment makes it a desirable language to learn, and the products of English-dominated industry – both the cultural products and also other material goods – make it doubly desirable. This is what Calvet means by representation: associated with English is a particular kind
of ideology, and use of English brings prestige and standing to the user.

Moreover, the presence of Kachru’s (1988) categorization of three circles that represent the global status of English; as Inner Circle, Outer Circle, and Expanding Circle (see Kachru, 1988: 6-9, for fuller discussion) strengthen the notion that “English is somehow superior” (Smith, 2005: 57).

Related to attitude, 19.67 percent of the participants’ imagined communities were about how the participants wanted the society to see their attitudes as English speakers later on. The participants of this study had their own opinions on how they envisioned the society to value them as English speakers. Participant 028, 065, and 107 did not want the society to see them as proud people because they were learning and speaking English; Participant 001 explained that she would rather be considered as nice and friendly; while participant 044 wanted to be considered as a humble person even though she was speaking English. They might be afraid that the society would consign them because they were viewed as ostentatious people.

Four of the participants (participant 009, 042, 052, and 061) also imagined how the society would see their identity as non-native English speakers. Participant 009, who was a Javanese person, expected the society to think that she would still use her Javanese language for communication and preserve the Javanese culture even though she spoke English. Different from the above opinion, participant 052 stated that she dreamed the society to still regard her as the same person as she used to be, before she learned English. She explained that she would not make any differences after learning English.

Besides, the other 27.87 percent of the participants’ imagined communities were about other things the participants wanted the society to regard. One interesting response came from participant 001 who wanted the society to see her as having a high salary as an English speaker. It shows how the participant positively thought that being able to speak English would enable her to get a generalization of having high salary.
Moreover, by being English speakers, five of the participants also dreamed the society to consider them as having the ability to help the society and being useful for the society. One of the participants, participant 045, who had imagined community as a teacher for her future occupation, explained that she would dedicate herself in the educational field in order to make people able to communicate in English.

Summing up what the participants wanted the society see them as English learners and speakers, they basically need positive recognition from the society. The participants wanted the society to respect them as English speakers who, they thought, have higher education level and higher social level. As Bourdieu (1977) stated, “if learners invest in English as a second language or a foreign language, they do so with the understanding that they will acquire a wider range of symbolic and material resources, which will increase their value in the social world (Bourdieu, 1977).” It is no doubt that the participants wanted the society to see them to have higher position as English speakers in the social life.

CONCLUSION

This study has revealed the imagined communities of 2011 students of English Department in learning English more profoundly which have been considered as an important factor for the participants’ learning trajectories, motivation, investment, and resistance in learning the language. Each participant had their own imaginations for their future. Related to English mastery, the participants had set their desired comprehension, pronunciation, fluency and accuracy, and also other language chunks that they wished to have after learning English. The discussion has showed that the most consideration of the participants was about their pronunciation. The participants also had different point of views for their imagined communities about future occupations. Some of them mentioned concrete occupations such as teachers, translators, diplomats, tour guides, etc.; while the other did not mention specific occupations they wanted to have, but only stated some criteria for their imagined occupations. The participants also had some imagined communities
related to their expectation for themselves and also for the others (their surroundings). Some of them wished to go around the world with their English ability, while other participants paid attention on how they can help their surrounding with their English competency. Moreover, the participants also envisioned themselves to get recognition as English speakers from the society. They wanted to be considered as having competence in using English, having good attitude as English speakers, and other.

While analyzing the data, I also got a conclusion that the participants’ imaginations revealed above had become their reasons in deciding to learn English more profoundly. The participants expected that after learning English in the university level, they could realize their dream.

The result of this present study is also a consideration for the English Department teachers in designing their classroom activities, preparing teaching materials, and making exercises which can help the participants achieving their imaginations. This study also suggested that the teachers should not directly judge the learners’ non-participation in the classroom. There must be reasons why the learners do so; which might be related to the learners’ imagined communities in learning. Moreover, the teachers need to keep the learners’ consistence in learning English, as the suggestion of Norton’s study (2001):

…teachers might encourage learners to think of themselves as living in multiple communities, including the classroom community, the target language community and the imagined community. As teachers help learners interrogate their investments in their imagined community, with its unique possibilities and limitations, they may simultaneously address the risk of non-participation in the language classroom. (Norton, 2001: 170)

The findings of this study also give a consideration for the department related to the participants’ desired occupations. The department should consider more about the issue of the 52.54% of the responses which stated the participants wanted other occupations, rather than being English teachers. It becomes crucial if it influences the success of learning process in the classroom.
since the participants had their own imaginations and expectations in learning English in the English Department. The elective courses provided by the department may have held the participants’ wants. However, to make sure about how the department can accommodate the needs of those participants, a further study should be conducted.

Besides, the study also raises my concern that the participants might overestimate the benefits of English as an international language. Take as an example participant 087 who stated that “by mastering English, she will get a job easily.” She seems to worship the idea that English would help her in looking for jobs later, without regarding any skills and other criteria a job seeker should have.

This research however, cannot be generalized to all contexts because the imagined communities of English learners may be different from one context to the others, or even for different participants. The results of this study may be used as a glance for other similar researches on the imagined communities in English learning.

I suggest for the further researches to ask about how the imagined communities of English learners will influence the learners’ motivation, investment, and resistance during the learning process. Also based on the result of this study, the researchers should ask further about how each of the imagined communities of the participants (English mastery, occupations, expectations for the future, and social recognition) will affect the learners’ learning trajectories and which one has the strongest effect for the learners’ imagination. It is also interesting to investigate the imagined communities of English Department’s teachers which might relate on how they deliver the materials and design the classroom activities. I think those researches will give important input for second language learning in the future.

REFERENCES


