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English Café Identity Construction: A Critical Discourse Analysis

Muhammad Subhan Fikri[1*]

[1]English Education Study Program, Teacher Training and Education Faculty, University of Palangka Raya

Abstract: Having a specific identity helps English café to be one of popular English courses in Jogjakarta. This research aims to understand the discourses in the social interaction for English café identity construction and how each discourse construct its identity as an English learning institution. This research used Critical Discourse Analysis as the approach to answer the question about the identity construction. To collect the data, the researcher used three data collection techniques; interview, observation, and document review. The result of the research is that English café uses several media, such as website, social media, banner, poster and flyer, to convey their identity for their future customers. Setting, relationship of the class participants, and interaction modes are parts of the learning process that strengthen the identity construction. Daily talk premium, questionnaire, and management weekly meeting are English café's effort to maintain the construction when there are complaints from its costumers. To conclude, English Café has a unique and different concept compared to the other conventional English course. The institution does not only offer a concept, but also constructs its identity in their customers and future customers perception.

Keywords: identity construction, English café, critical discourse analysis

INTRODUCTION

In this era, the needs of English-speaking workers are increased. This big need is affected by the condition of Indonesia that has a lot of relationship with countries around the world. These relationships open chances of Indonesian workers to communicate with other people from other countries. This communication requires a lingua franca that both parties understand. English become a reliable language in this case. So, for companies, hiring a worker who can speak English fluently is an inevitable need.

This condition that companies need English-speaking workers has a domino effect which is the increase of English language learning institution. Since the workers understand that an English skill is one of the requirements they should fulfill, they need to find a way to rehearse their English skills. One of the ways is joining an English learning institution. By joining some programs offered by English learning institution, they hope to increase their English skills, so they will be able to pass the recruitment process. Since there are many companies that require English skills, then there will be a lot more workers who want to learn English, therefore the number of English learning institution will be increased.

The increase has a further impact for business atmosphere. The more the numbers of the institution, the competition among them are tighter. The free market business allows people who is in the business to do anything to survive. Each institution will do their best to win the competition. Some may give discounts. Some others promoting their fancy facilities, or programs fulfilling the customers' needs. It means that the institutions must give their best

*Corresponding author: muhammadsubhanfikri@fkip.upr.ac.id
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creativity and innovation into their offering packages in order to make them still stay in the business.

One of the ways to survive in the business is to make an identity for the institution. It means that an institution need to be able to be identified by customers among Institutions. By this identification, people will remember what the constitution is and does when they hear the name of the institution. This condition obligates the institution to decide what it wants to be, what the plans are, and how it actualize their plans. The plans involve promotions using medias, and the system of the institution. Both promotion and the system is important for making people's expectation and then realizing their expectation.

The idea of Identity as a concept of social position of each among others in the related society is proposed by Bucholtz and Hall (2010) and Grad and Rojo (2008). When an institution promotes their identity to people means that it makes a place for the position it wants the people see it as it is. This concept clears out the purpose of making an identity for an institution. Identity is important concept for an institution to apply to make people understand its position among people and society. Therefore, planning on identity construction to survive the business competition is not a bad idea for an English learning institution.

According to Brubaker and Cooper in Grad and Rojo (2008), identity is divided into two versions. The first version is strong version identity. This version of identity has a central and strong role of selfhood. The strong version identity is the core purpose of the institution. It means that the strong version identity of an English learning institution is the main goals of the existence of the institution. the second version is weak version identity. This version stresses on an identity which is flexible, temporary, complex, and contextually sensitive. The identity in this version may change and re-constructed based on the emerged needs at the time. Both versions of identity, strong and weak, do not neglect each other. They complement each other to make a social identity strongly remembered and easily recognized by people.

Bucholtz and Hall (2010) propose some principles of identity. They are;

a. The emergence principle
   Based on this principle, an identity can be understood as a product emerged as a social and cultural phenomenon.

b. The positionality principle
   Identity according to this principle is a collection of social categories. People just choose the fittest categories for them. There are three big categories. They are (a) macrolevel demographic categories; (b) local, specific ethnographic cultural positions; and (c) temporary and interactionally specific stances and participant roles.

c. The indexicality principle
   It means that a construction of identity relies deeply on ideological structures. This ideological structures are related to the cultural beliefs and values.

d. The relationality principle
   This principle emphasizes that an identity is a relational phenomenon. It means that

an identity is never independent but always has social meaning among other identities and people. This principle can be a root of an idea that identity is a product of inter-subjectivity construction through social relations.

e. The partialness principle
Identity always be partial and be negotiated by two parties in an interaction. It is produced through contextual situation, and informed configurations of self and other.

Comparing with the principles proposed by Bucholtz and Hall, there is also some principles of identity Breakwell proposes (1993). There are four principles of Idenitity. They are;

1. The self-esteem principle
It means that identity must be achieved and maintained by the one who is attributed by the identity.

2. The continuity principle
This principle emphasizes on the endurance of the one with the growth and change of the identity. Change does not mean an inconsistency, but it means the same identity may be developed and adapt with the change in society.

3. The distinctiveness principle
Being labeled by certain identities means that the one must be distinctive from others. This principle does not mean that it should be completely different, but to have an identity means that there is a difference to be noticed.

4. The efficacy principle
This principle means that an identity must have a sense of usefulness. With the absence of it, the one with the identity may feel futile, and alienated.

By understanding both sets of principles proposed by Bucholtz and Hall, and also Breakwell. It can be concluded that an identity always has a relationship with society, but it is also dependent with the awareness of the one with the identity. Identity may grow and change because of its relationship with society around it, because identity itself is a product of the interaction between the one with the identity and the society.

Both set of Identity principles explain the relation between identity and society. This relation means that an Identity is primarily constructed by social relationship, or interactions occur in society. This premise is supported by Howard (2000), Ainsworth and Hardy (2004), Benwell and Stoke (2006), Grad and Rojo (2008), Norris (2008), McKinlay and McVittie (2011), and Evans (2015) who believe that identities are produced or constructed through social interaction. This social interaction means that an interaction that is done by social actors or from sociocultural perspective by human agency. They emphasize that this interaction uses language and discourse, and the social actors in this particular event can be called as speakers and listeners, writers and readers, or conversational participants. Based on the elaboration about the basic construction of identity, analyzing the discourse in the social interaction is needed to do to know how an identity is constructed.

Beside the process through language and discourse, there is also other processes of

constructing an identity which is related to the identity principles. The principle is about being distinctive before the society. It is also related with the categorization principle that believes everything can be categorized into social groups. This assertion is supported by Stets and Burke (2000) that state there is two processes of identity construction. The first is self-categorization process. This process is closely related with categorization principles, when an institution is categorized using names of classified world. The second process is social comparison process. This process is related with the distinctiveness principles. It means that an institution need to specify a different identity to make it to be easily noticed by people. These processes are same with Grad and Rojo (2008) explanation. They state that the basis of identity construction is the tension between assimilation and differentiation. Which means that an identity relies on comparison upon the other identities. This comparison put a particular identity into a position among others.

According to the explanation about the construction of identity. It can be known that there are two processes that should be undergone to get an identity. These processes using language and discourse to construct the identity. Language help the processes in making a certain identity in social interaction because it brings messages for people to understand. It is what Benwell and Stokoe (2006) explains about the language as a form of ideological practice. They describe that language mediates, influence and even constructs experiences, identities and ways of people in viewing the world.

Understanding how to construct the identity in the macro level as in social context is not enough. The micro level of construction needs to be analyzed in order to understand the briefly the construction of identity. This is because in understanding an interaction in social context, the discourse is needed to be understood fully. The discourse itself is not only what is said or written. it has various ways to send a message in a single interaction. Burke and Stets (2009), Norris (2008), Bucholtz and Hall (2010), and Fairclough and Fairclough (2012) emphasize that a discourse that consist of spoken and written text, images, music, body languages, symbols, gestures, including labels, stances and even styles. They emphasize that this parts of discourse are related to each other and have their own roles in a single act of interaction to send messages or value.

Identity is not only about the construction, but it is also about making a sustainable one. Grad and Rojo (2008), and Burke and stets (2009) argue that identity is not only meant to be constructed or produced, but also to be maintained using control system. This system put the one with identity aware that when in the social interaction people start to have a different perception toward the identity constructed in the beginning. This system is best describe by the figure below.

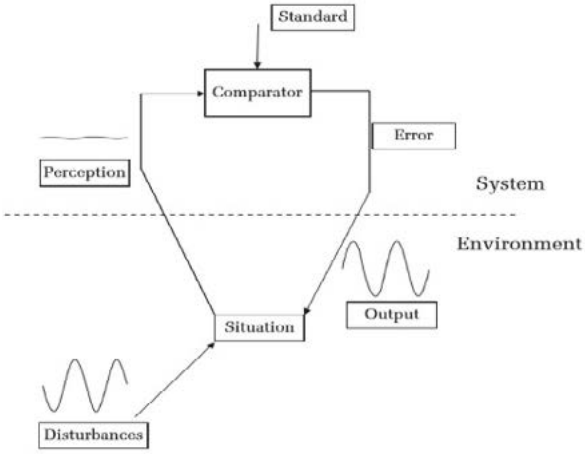

Figure 1. Perceptual Control Mode
(source: Burke and Sets (2009:30))

This perceptual mode proposed by Burke and Sets is a system to control the identity constructed. In the figure, the identity is the standard that want to be maintained. The situation is the current condition of the institution. In any moment, there will be disturbance that will change people's perception that can be analyzed from the discourse in social interaction between the institution and people. After knowing the perception, the system will compare it with the standard. According to the figure, the error will happen if the perception is different with the standard. Countering the error, the institution need to do action in order to maintain the identity constructed.

In Jogjakarta, one of English learning institutions that has a strong identity among its costumer is English Café. In the interview with the CEO and the founder of the institution. The founder admits that they as an institution intentionally construct some specific identities for their institution. The identities they impose in the institution is an English learning institution that focuses the learning on speaking skills. The other identities are fun and flexible for learning materials, place and time. This information is confirmed by the findings from the respondent of the questionnaire given to the members of the institution. All respondent mention fun, enjoyable, friendly, and flexible as the difference from other institution. They also state that the institution learning program merits their purpose of learning which to be able to speak English. It means that the messages about the identity of the institution is well accepted by the members or the customers.

Upon the result of the interview and the questionnaire, there are emerged questions related to the construction of English Café identity. The questions are;

1. What are the discourses involved in the social interaction for English café identity construction?
2. How does each discourse construct the identity?

The answers of these research question must be able to be found by analyzing the discourses experienced by the costumers. So, by finding the answers, hopefully this research can contribute the practically and theoretically into the field of discourse analysis, especially the identity construction analysis.

METHOD

This research uses Critical Discourse Analysis as the approach to answer the question about the identity construction. The research believes that CDA is a right approach to analyze the process of identity construction. The reason is that CDA sees identity as a representation in language, and some particular frameworks can be employed to investigate the construction. These certain frameworks are for instance transitivity, vocabulary, identification and metaphor. Also, Identity in CDA is a position within discourse, and some details such as the use pronoun, assumption, and mood can show how a certain use of language can construct and position the recipient (Benwell and Stokoe:2006). The reason is also because Critical Discourse Analysis according to Grad and Rojo (2008) may give contribution through the problematization of identity. Therefore, by the point of view of CDA towards the identity itself, the construction of identity might be analyzed the best using Critical Discourse Analysis approach.

According to Fairclough and Fairclough (2012), CDA is an approach that focus on discourse and the relation among the discourse and other social element such as power relation, ideologies, institutions, social identities, etc. Beside that Machin and Mayr (2012) adds that the source analyzed by CDA may be in a form of news text, political speeches, advertisements, school books, etc. This approach is supposed to expose the strategies that seemed normal or neutral but it may contain some ideology and try to shape the representation or the identity of events and persons. Furthermore, Fairclough (2012) and Van Dijk (2015) clarify that in CDA there is not any method. They emphasize that in CDA all methods of the cross-discipline of discourse studies or Fairclough specify trans-disciplinary methods. Therefore, by using CDA, the construction of identity, and also the power of the discourses in the construction in shaping the costumers' perspectives can be analyzed.

Van Dijk (2015) also proposes particular properties that the critical research on discourse has. They are;

1. The research focuses on the social problems and political issues rather than only the study of discourse structures outside the social and political contexts.
2. The critical analysis of the social problems is multidisciplinary
3. Rather than a mere description of discourse structures, the research tries to explain them in the terms of social interaction and social structure properties.
4. CDA focuses on how discourse structures endorse, confirm, validate, reproduce, or challenge relations of dominance in society.

After knowing the problem emerged and the appropriate approach needed, the researcher need to gather data in order to answer the research questions. Each method cannot be specified for answering specific questions, since each social interaction can give influence to the whole process of identity constructions. The methods are;

1. Interview
   The interview is done with the founder and the CEO of English Café. This method is used to gather information about the initial identity that English Café as an Institution

want to impose to its customers. Beside the initial identity, in the interview, the researcher also gather data about any action or decision made by the institution to help the enforcement of the initial identity.

2. Observation
   In the observation, the researcher collects data about the implication of the decision or the action made by the institution made. This method primarily answers the questions about how the discourses happen in the institution, and also how any discourse affect to the identity process. The researcher observes from the beginning the customers want to registers, during the process of learning, and the last is the post learning, it focuses on how the customers being treated after the program they joined ends, also how the institution evaluate any different presumption after the program ends.

3. Document Review
   In this method, the researcher collect some documents related to the promotion of English Café. This method is used to gather information about the first discourse that the customers may experience in the beginning. This discourse may give much contribution in shaping the customers' assumptions before joining English café.

All methods give contribution in collecting data of discourses, and completing the analysis of the identity construction in English Café.

RESULT

The result of this research is divided by three stages that customers experience in English Café. The first stage is before they become members of the institution. The second stage is while they are learning English, it means that they get the services that English Café as an English learning institution provides. The last stage is post learning, in this stage the discussion will be about the way the institution gather information about the customers' evaluation on English Café, and also how the relationship between the institution and the customers is maintained.

1. Pre-member
   In this stages, the researcher would like to discuss about the discourses that the future customers experience. In this stages, the identity of English Café starts to be constructed in order to make people register themselves as customers of English café. In this stages, there are two media of promotion English Café uses. The first media of promotion is internet promotion, the second is real live promotion using flyer and posters.

a. Internet on-line promotion
   The main media used in this internet promotion is website and also social media. Subtracted from the interview, the CEO of English Café mentions students of university is the main market of English Café. He also adds that about 80 percent of the customers is university students, and the other 15 percent is working-class people. Promoting their institution in internet using website and social media is the right decision for the markets, since the market, university students, use internet most of their time.

1. Website

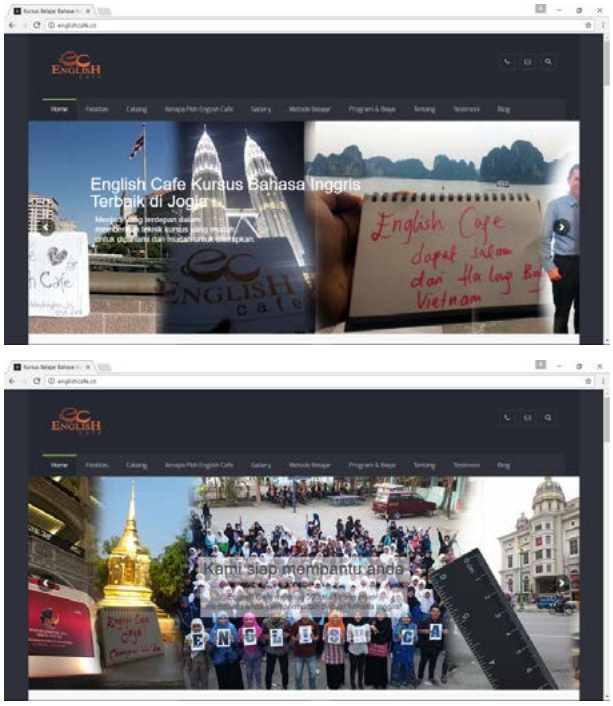

Figure 2. English Café Website Front Page
(Source: englishcafe.co, accessed on 5th January 2017)

From the front page of the website, it can be analyzed that the website using a dark theme which is appropriate with adolescence and adult customers. This dark theme does not give a gloomy feeling, but more cool and classy style of the website. The dark theme also does not display any childishness. The additional mode used in this website is the photos put in the front page. These photos are posing the name of English Café in different places outside Indonesia. They send messages that people who learn in English Café already be able to go outside Indonesia, using English that they have learnt in English Café. One of the photos is a crowd of people, and some people in the front holding letters making English Café name. It can implicate to the future customers that a lot of people already joint English Café, the crowd also shows that the learning process in English Café is fun for them.

2. Social media

Figure 3. English Café Instagram Account

(Source: instagram.com/englishcafe.jogja, accessed on 5th January 2017)

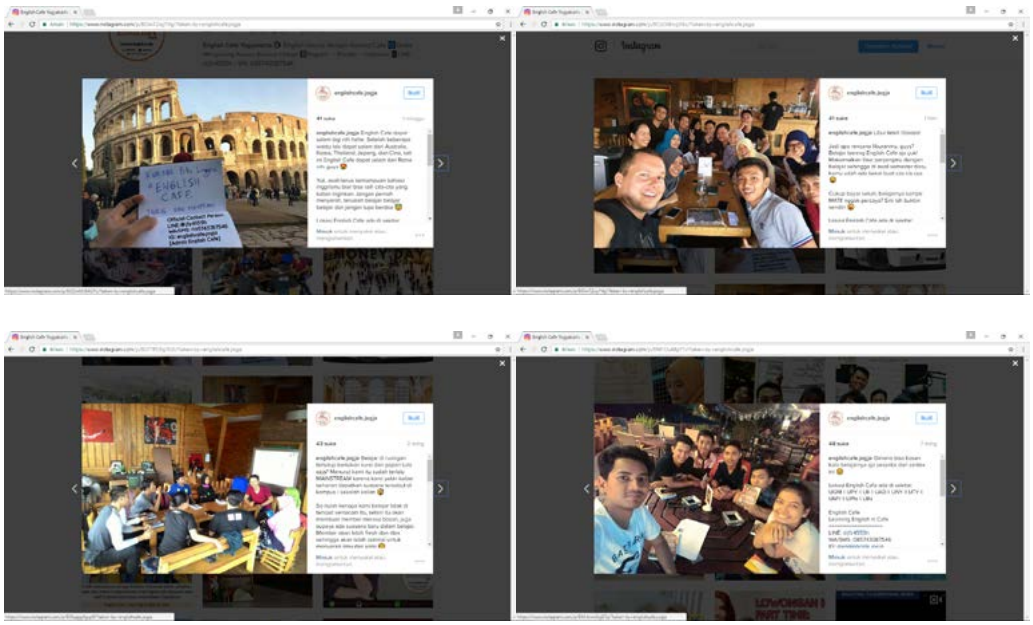

Figure 4. Photos in English Café Instagram Account
(Source: instagram.com/englishcafe.jogja, accessed on 5th January 2017)

Similar with the website, English Café uses one of social media that mostly used by young people. In its account, English Café post photos related to their learning programs, and also photos from the members who go to the other countries. The photos depict the fun condition of the English learning in this institution. More influence is given by the photo caption stating that the learners might not feel bored with the relax and fun condition, and also comparing with the mainstream teaching and learning settings such as school and university classrooms.

From the analyzes, it can be concluded that the photos posted in this account influence people's assumption on English Café. They can assume by viewing the photos that they can learn English in a Café, and order some foods and beverages while learning. This assumption lead the future customers' expectation of fun, and enjoyable learning process. The caption is also important since it emphasize that the learning setting is also important in building the mood of learning process. Saying that the setting is different from the mainstream setting everyone bored of implicates that the customers will get new experience in learning compared with the experience they had in universities or schools.

b. Real live promotion

In the real live promotion, English Café uses three medias. They are banner, brochure/ flyer, and poster. These medias are used to directly promote English Café in a real life. The difference with the online promotion is that this promotion does not require people to search by specific keywords to find the information.

1. Banner.

   The first media is banner. The banner is put near the front door of the cafés which

has cooperation with the management of English Café. Usually this media can be viewed directly by people who comes to the café. This banner can be an unavoidable discourse that everybody who come to the café would look at.

Figure 5. English Café Banner in Hype Kulture Internet Café, Seturan

In this banner, there is certain information related with the facility the future customers will get if they join the course program. On the top of the banner, there is a question which is basically inviting to read the banner. But, the most important thing that is related with the identity of the institution is put on the comment of the customers. She testifies that a learning in English Café is fun. She also mentions that the chefs are fun and not a boring type persons, and the course program has flexibility in time and place choices.

2. Brochure/flyer

Brochure or flyer is also the media that is put in the cafes. This brochure is usually put in the receptionist/cashier table. This brochure is provided for cafes' customer who is interested with English Café by viewing the banner in front of the cafes. The brochure or flyer provides more mobile information, because it can be taken by the customers to read or remind them later while not in the cafes. The information, invitation, and also the testimony is same with the banner. The advantage of this media compared to the banner is the mobility.

Figure 6. English Café Brochure

3. Poster

Different with other media, posters are not purposively put in cafes. The researcher even get the sample of the posters from the wall of a rent dormitory house. It means that the promotion of English Café has already penetrated the students' lives since this poster is put in the wall of a rent dormitory house where students lives. The poster states that English Café is already two years old. According to the CEO's explanation, English Café is established in February 2012, it can be concluded that this poster is made in 2014.

Figure 7. English Café Poster circa 2014

In this poster, there is a big logo of English café. The logo is the letter E and C shaped like two cups that is usually used for serving coffee. There is also a tagline on the top of the of the poster stating "when English is just like a cup of coffee". In the description about English Café, the poster mentions that the customers will not get bored, and the learning can be more fun and enjoyable. It also describes that the learning method used in English café focuses on the speaking skill.

2. While learning

In the stage, the customers are already registered as the members of English Café. Since, they decided to join English Café, they had certain assumption and expectation about the institution. Therefore, in this stage too, English Café need to proof the assumption

built in the customers' mind. It means that English Café need to prove their identity promoted in the first stage. There are two kind of discourse encountered by the learners in this stage. The situation is same, a particular class of English learning, but with different purpose, setting, activity, etc. There are two classes, theory class and daily talk class.

Theory class is purposively done for enriching learners' knowledge about English. This class is divided into three levels. The first level is for the beginner, the ones who is very poor of English knowledge and afraid to talk in English. The second level is for English learners who is confident enough to talk but has limited knowledge in English. The last level is for the ones who is confident in speaking, but still need some enrichment for their English knowledge. This theory class is 10 meetings from total 50 meetings the learners have for their program. The other 40 meetings are for daily talk class. The class is mainly for rehearsal of their speaking. The purpose of the class is to ask the learners to speak in English. So, by registering in English Café, a customers or learners have rights for those classes that is purposively to train their English-speaking skills.

According to the CEO of English Café, the institution implemented some requirements for the teachers or tutors for these classes. Since the concept of the course is café, the institution insists to call the teachers as chefs. This concept is implementing one of the identity principle about being different with the ones that similar. Since other institutions call their tutors as tutors or teachers, in this institution they call them chefs. The recruitment of chefs also has certain requirements. CEO of English Café mentions that they only accept applicants that is under 30 years old. They also see the applicants' personality. Since the institution want to build a fun and enjoyable learning process, then the management decide to recruit applicants who is young and has fun personality. With these requirements, the institution believe that the chefs will be able to engage with the members in their classes.

a. Theory class

In this class, it is better to analyze each elements of the discourse in the class. There are some elements needed to be discussed. These elements are believed to construct the identity to prove the learners' initial assumption. The elements are setting, participants, and modes.

1. Setting

   The setting is a café. This setting does really influence the mood of the learners. Since, the learners are students, being in a rigid and stiff classroom becomes a habit of life. This setting brings refreshment for their daily routines. In addition, while learning, the learners are suggested to orders some drinks, and foods or snacks. It helps the learners to enjoy the class since the class is not being limited by certain strict rules.

   The setting is not only about the place, but also the time setting. The learners can request time they preferred or it is decided in consensus between the learners and the chefs. This rules of class is displaying the flexibility as the identity that the institution would like to construct. The flexibility is not only about the time, but it is also

the place. Because, according to the CEO, English Café as an English Course has cooperated with more than 80 cafés around Jogjakarta. It means that, all customers are able to choose the time and the place which in their favors.

2. Participant

   The participant in the class theory discourse is the learners and the chefs. What different in this institution compared to other institution is that the relation between the students and the chefs are close. They can contact each other not as a teacher and students, but as friends. In the beginning, they consolidate to choose the place and the time using a private line. It starts the intimate relationship between the learners and the chefs. The learners can tell every problem they encountered while learning English. Even, for some chefs, their learners may talk about their personal problems. It indicates that by doing this system, the learners feel comfortable with the chefs of their classes.

   If they do not feel comfortable because of some reasons, the learners may contact the management to request the chefs they favor. In addition, the learners can request chefs with some certain characteristics. Sometimes, learners request chefs who is in the same gender of them, or even the opposite gender.

3. Mode

   In the teaching and learning process, there are certain modes that is used by the chefs to make the learner comfortable.

   a) Some chefs are leaning into the learners while talking or listening to their learners.

   b) The second is speaking tones. In the observation, the researcher find that there is a tone change while the chefs teach in a class. the chefs changes certain tones based on the need of the interaction. Once the chefs explain a topic for the learners, most of them explain it with a high tone, and clear voice. In the other occasion, the chefs using a soft and low tone while a member is coming to the class, even if he or she is late. This soft and low tone is used too while a waiter is coming to the class bringing the menu book or bringing the foods and drinks for the learners.

b. Daily talk class

Basically, daily talk class is same like a theory class. The differences are the purpose of the class, and the participants. The purpose of the class is to make a place for the learners rehearsing their speaking skills. For the participants, at the first the participants are gathered from many classes in a place to do this daily talk class. But, recently, the management have released some new programs related to daily talk with staffs and also daily talk premium.

This new programs basically have a same concept. The concept is choosing a certain people to accompany them in rehearsing their speaking skill. The different is only on the flexibility of time and place. The daily talk premium can be very flexible in term of time and place, but the learners are expected to pay more. The daily talk with staffs are free, but the time and place is following the schedule of the staffs of English Café in its branches.

3. Post learning

The last stage is the post learning stage. In this stage, the learners had finished their learning sessions. Right after they finish the class, the learners are asked to fill a questionnaire. This questionnaire is for evaluating the institution as an English course, and also the staffs and chefs as the ones who give the services to them.

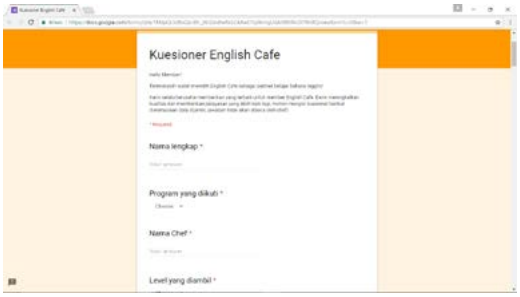

Figure 8. Front Page of Online Questionnaire
(Source: docs.google.com, accessed on 5th January 2017)

Figure 9. Questions about Materials in the Class
(Source: docs.google.com, accessed on 5th January 2017)

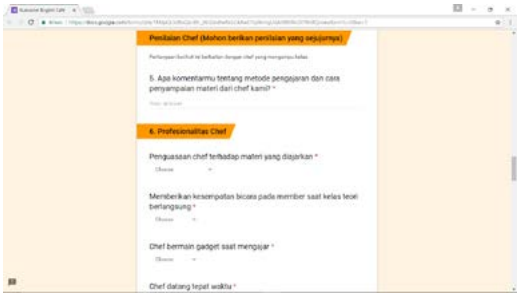

Figure 10. Questions about Chefs Professionality
(Source: docs.google.com, accessed on 5th January 2017)

Figure 11. Questions about Chefs Character/Personality
(Source: docs.google.com, accessed on 5th January 2017)

Figure 12. Questions about Daily Talk Class
(Source: docs.google.com, accessed on 5th January 2017)

a. Problems handling

This part is about the way, or the discourse made by English Café, when a problem or an error in the situation. The previous part of this article mention a problem when some learners may feel discomfort while having a sharing class with strangers in daily talk class. The discourse happens among the management staffs for solving the problem. So, after that, the management create two new programs for the customers.

The other occasion happens while the researcher observing the chefs' WhatsApp group. There is conversation discussing about a perception that does not meet the standard. In this occasion, a management staff states that each chef who register to teach in daily talk need to tell their themes or topics. She emphasizes the urgency by saying that there is a report from a member who is not satisfied by the daily talk class. The member said that in some daily talk meetings, there are some chefs who have same topic of discussion. So, the topic is felt repetitive. By this repetition, the member gets bored and filing a complaint.

The discourse is continued, there is a tight discussion about what a chef should do if there is such a problem. Some chefs agree on having more than one topic, in order to be able to change the plan if the first topic fails or similar with the previous one. Some others believe that a chef needs to be flexible without any plans and be able to change directly after knowing there is similar topic discussed before.

DISCUSSION

To answer the questions in this article, the author would like to devide the discussion into two parts which each of them answering each research question. The first part is the elaboration of discourses made the institution as a part of social interaction that construct the identity of English café as an English education institution. The second part is the explanation on how each discourse construct the identity of the institution as it is intended in the beginning of the formation of the English café.

1. Discouses made by English Café for identity construction.

In the result of the research, it's been mentioned that English café uses several media to advertise their business as an English course. These media are online media and offline media, such as website, online application, banner, brochure/leaflet, and poster. These media is used to invite their future customer to know more about English café. It means that one of

the purposes of them are to construct an intial perception of people towards the institution.

Using media with more cheerful and colour, attractive pictures, and creative copywriting in their advertisement media, English café try to build a character that is easily liked by young people as their target market. As what the CEO mentioned in the interview that most of their customers are high school and university students. By having a big number customer within the age range of high school and university students, English café successfully constructs their identity as a learning institution that is fit and suitable for young people.

Other than their advertising media, the identity is also constructed through the experience of the customer while thay learn in English café. The discourses made by the institution while learning are the setting of the learning class, the participants (the students and the tutors/chefs), and the comunitation modes used by the tutors during the learning process. These three things create discourses that construct the institution identity in the customers perception. It helps English café to strengthen their identy that is displayed in their advertisement media. In addition to the theory class, their concept of open daily talk class for students to practice with more students outside their program/class is also an additional way to create a discourse that construct the identity of English café as an English learning institution.

Not only while learning, the identity is again being reinforced after the customer finishing their programs. The management of English café provide a questionnaire form for customers. This questionnaire is to rate the program joined by the students, and the tutor who is responsible for the program. Moreover, the questionnaire also provide a form for the customers to give their critics and advise for the betterment of the instition. This post-program treatment for the customer gives additional emphasis on the identity construction for English café.

2. How each discourse construct the identity of English café.

Looking at the advertisement media, there are several identity that English Café want to construct in their future customers perception. There are three different media that convey different messages in constructing the identity of English café as an English course. They are online media (website and social media), banner, and poster. These advertisement media helps English café to hold their positionality and partialness principle like what was mentioned by Bucholtz and Hall (2010)

First advertisement media that construct English café identity is their online media. This media can be easily accessed by the future customers because internet becomes more reliable currently. In their online media, English café tries to build a sense of coolness, and fun as an English learning institution by having photos of the learning process. It also tries to build viewer's perception that many people who learn in English Café are already successful in their English learning. This is done by showing some pictures and stories of their customers who have been successfully achieved their goals such as going abroad for studies or works, after finishing the programs in English café.

The second media is the banner that is set in the café which cooperate with English café. From the comment or testimony given by the customers, the message converyed by the banner is not only the identity of the institution, but also the customers experience and satisfaction after enrolling the programs in English café. The other message mentioned in the banner is that as member or a learner, she is inviting other people to be able to feel what she feels. It implies that the identity of English Café is accepted by the customers or members, so people will understand that it is not a self-proclaimed identity.

The third media is the poster. Even if the poster is the old version of the advertisement, it can be analyzed that the two cups logo, and also the tagline "when English is just like a cup of coffee" is used to communicate with people who likes to go to cafés, and also people who like coffee. The tagline supposes to send message to the customers of the cafés that English can be enjoyable as they enjoy a cup of coffee. This message constructs people perspective towards English Café as an English courses that as fun as having coffee in their favorite café. By having this, English café try to realize the relationality principle of Bucholtz and Hall (2010). More explicit messages about the identity of English café is stated by the description that mention fun and enjoyable learning process, and also a learning method that focus on speaking skill. This statement clearly mentions the services that the customers will get when they register as members in English Café.

English café strengthens its identity construction through the learning process experienced by the customers. There are there parts of the learning process that continue the identity construction. They are the setting of the class, the relationship between the students and the tutor, and the modes in the interaction in the learning process.

Setting plays a part in the learning process experienced by the customers, and this part strengthen the identity of English café advertised in the beginning. English café, as it is self-explained by the name, put the language learning process in a café or a coffee shop. The vibe of going to café or coffee shop gives different experience to the customers while learning English in English café. By having this kind of setting, that is more relaxed than a rigid orthodox classroom, English café construct its identity as an English learning institution that is fun and enjoyable for their customers. It is a realization of what English café has advertised for their future customers. Therefore, to have a classroom in a café or a coffee shop strengthen their identity construction.

Relationship between then students and the tutors are managed by a set of rules, and this rules are made in order to make a close relationship between both of them. Learning in English café, the position of each participant, learners and tutors, is equal. Because they tend to be friends rather than just the learners and the tutor. This kind of relationship tries to the cut the gap between both of participants, making the communication more intimate. When the gaps become thinner, it is hoped that the learning process becomes more enjoyable for the learners and for the tutors too. This is also related to the schedule and the time duration for the class. Since they are friends, the tutors and the learners can make a very flexible schedule and have an agreement of how long the duration of each meeting of their class, as long as it complies with the course rules. This relationship and much flexibility is suitable

for young people, high school and university students, because they have busy academic and social life.

In addition to the relationship between the students and the tutors, there are another part of the interaction that helps constructing English café identity. In the learning process, the tutors use some modes, including tones, that help creating the identity of English café. The tutors tends to lean toward the students while the students practice their speaking or doing an exercise. This action is sending a message to the learners that their tutors are really paying attention to them. By listening to their learners, the tutors can make a relax and comfortable situation for the learners. This treatment makes the students feel appreciated by the tutors. Besides this mode, the tutors uses a specific change of tones while having an interaction with the customers. This change of tones is the indication that the tutors know how to interact with people. The tones are changed based on the purpose of the interaction. While they are explaining the materials, the tone is made to make the explanation as clear as possible for the learners. So, the learners listen to the materials clearly. In the other side, while the chefs interact person to person with the learners or the waiters, the tone is soft and low because it creates the sense of friendliness. By showing their friendliness in front of the learners, the assumption of a relax and enjoyable learning process will be self-proven.

In addition to the construction process, English café has some programs that maintaining their identity if the customers did not feel what is expected by them before enrolling a program in English café. The programs are premium daily talk program, feedback questionnaire, and management and tutors weekly meeting. The first program is daily talk premium. This concept can be understood as a solution of the problems felt by some members who feel discomfort around many people they do not know. The second program is feedback questionnaire filled by the customers. This questionnaire is not only an instrument of evaluation for English Café. But by having this questionnaire, it also indicates that English Café starts to be more open for people, especially its customers. This questionnaire is a communication bridge for English Café and the customers as society. They interact to each other. English Café be more open and invites their customers to be a part of their evaluation system, to make a contribution for the betterment of the institution. The last program is management and tutors weekly meeting. The result of the meeting is not important for this research. The more important idea is how the management staff builds a communication with the tutors for solving the problem emerged. It means that, by solving the problem, the management does not only decide what is best alone, but also communicate with the ones who is in charge. In this problem, the member does not feel any fun because he or she is bored with the repetitive topic. Since the topics brought in the class is the domain of the chefs, the management staff initiates a communication with the chefs to make the error solved. This is also showing that English Café as an institution uses perceptual control mode to maintain people's perception about their identity.

This programs made by the management can be understood as a way of the institution for maintaining their identity. If the researcher is referring to the perceptual control mode proposed by Burke and Sets (2009), the feel of discomfort is the perception in the situation which is the daily talk class. Because the identity constructed as the standard is a fun and

enjoyable learning, the feeling of discomfort does not meet the standard or the comparator. It means that there is an error. The institution move by making two special programs alternating the regular daily talk is a move to abolish the error. This move is purposively done to make the learners perception meet the standard in the new situation.

Based on the whole process of construction and English café effort to maintain its identity construction, this research find that the social interactions between English café and its customers through means of interaction before enrolling, while learning and after finishing the program successfully construct the identity of English café in the students' perception. This process of construction is what Howard (2000), Ainsworth and Hardy (2004), Benwell and Stoke (2006), Grad and Rojo (2008), Norris (2008), McKinlay and McVittie (2011), and Evans (2015) explained about social construction. They believed that identities is produced or constructed through social interaction.

CONCLUSION

As an English course that rapidly grows, English Café has a unique and different concept compared to the other conventional English course. The institution does not only offer a concept, but also do construct the identity which is what it wants people know as itself. The initial identity is constructed by discourses. They are the promotion for the future customers. The promotion is offline in the real live using banners, brochures, and posters, and online using website and social media. After the assumption is constructed, to make the customers believe in their assumption, English Café works on the system of the teaching and learning process. the decision in making programs, recruiting the chefs, and also the evaluation system which involves the customers. The assumption is really proven by making the customers feel the identity when they are experiencing the teaching and learning process in English Café. Beside the construction, English Café is also successful to maintain its identity by initiating a control mode that is similar with Burke and Stets' perceptual control mode.

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