

A Corpus-Based Critical Discourse Analysis of English Discourse in *The Jakarta Post*

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ABSTRACT

This study examines English discourse construction in an Indonesia's English-language newspapers, *The Jakarta Post*. The researchers analyzed data over a 15-year period (from January 1, 2009, to December 31, 2023), focusing on the core terms of *English education* and *multilingualism*. A corpus was created to analyze 79 articles containing 55,047 words, using AntConc (version 4.2.3). The study employed Fairclough's (2003) textual analysis, Pennycook's (2000) classification of English global position, and Holborow's (2012) neoliberalism as theoretical frameworks to categorize language ideologies. The researchers also conducted Foucauldian Discourse Analysis, as explained by Walshaw (2007), to explore power/knowledge. The findings reveal multiple ideologies fashioned by *The Jakarta Post*'s authors, including colonial celebration, language ecology, linguistic imperialism, language rights, and neoliberalism. The results suggest *The Jakarta Post* has constructed contradictory ideologies. While the articles have grown increasingly concerned about biased language views, they still perpetuate English mainstream discourses. This may be attributed to English hegemony and neoliberalism in various contexts.

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INTRODUCTION

In response to the global dominance of English, numerous studies have raised concerns about the urge to reconstruct prevailing discourses of English. One such critical approach is Critical Linguistics, which emphasizes de-familiarization or consciousness-raising about how language perpetuates power imbalances (Fowler & Kress, 2018). This approach fundamentally reconstructs the mainstream paradigm that formerly hegemonized the English language and native speaker standards (see Phillipson, 1992). Although various efforts have been made to challenge the dominance of English, it is still undeniable that this dominance remains pervasive in several areas of society.

By adopting Critical Discourse Analysis (CDA), several studies have revealed the persistence of linguistic imperialism across various domains (Bonney, 2022; Budairi, 2019; Jabeen, 2020; Khan & Zaki, 2022; Xiong & Qian, 2012). For example, Budairi (2019) and Xiong and Qian (2012) demonstrate the impact of English textbooks on prevailing English dominance in education. Similarly, English dominance is evident in government policies and job advertisements, where minority languages are often marginalized or excluded (Bonney, 2022; Jabeen, 2020; Khan & Zaki, 2022).

Recent studies have also examined neoliberal values in many English discourses. For instance, Ali et al.'s (2023) study shows that in developing countries, many language policies reinforce neoliberal values by presenting English as a solution to poverty. Other studies (Babaii & Sheikhi, 2018; Nizamani & Shah, 2024; Rauf, 2020; Xiong & Yuan, 2018) have also examined neoliberal values manifested in English textbooks and curriculum materials. All these studies indicate that neoliberal values have marginalized local values by highlighting consumerism, competition, and market-oriented values.

While these studies offer valuable insights into how English discourse operates in educational and government policy contexts, there is a lack of research investigating the role of newspapers in disseminating information and public discourse in Indonesia. To fill this gap, the current study hence attempts to investigate how an Indonesia's English-language newspaper constructs and positions English language in its articles. This investigation is important given the status of English as the foreign language in Indonesia, a multilingual country.

This study particularly seeks to examine constructions of English discourse in one of Indonesia's prominent English-language newspapers, *The Jakarta Post*. The decision to emphasize this newspaper is founded on its established coverage of diverse topics, including the economy, politics, culture, and education. The choice is also motivated by recognizing the media's impact on molding individuals' beliefs (Arias, 2019) and shaping social norms. These considerations highlight the significance of exploring the way media portrays English discourses. *The Jakarta Post* is also selected for its content authored by professionals from various disciplines, including linguistics. Emphasizing linguistic experts' viewpoints, like teachers or lecturers, is essential as they can greatly contribute as disseminators, resources, or facilitators in deconstructing English discourses (Lee, 2019).

The researchers utilized Fairclough's (2003) textual analysis to explore how English discourses are constructed in *The Jakarta Post*. This CDA framework assists the researchers to identify the main ideological themes that represent specific issues or groups within texts (Fairclough, 1995). The study also applied Pennycook's (2000) English global positions and Holborow's (2012) neoliberalism framework to classify words based on their ideology. These two theories are important to address the complex issues, including the excessive glorification of English, which is underexplored in Fairclough's (2003) textual analysis. To enrich the analysis, the researchers also analyzed how power/knowledge is structured using Foucauldian Discourse Analysis (henceforth FDA) explained by Walshaw (2007). This framework is adopted to help to understand the effect of power relations in the construction of English discourses in *The Jakarta Post*.

This study holds significance not only due to its contribution in exposing the media's role in constructing and reconstructing dominant English discourses, but also because of its analytical methods. Through a corpus-based analysis, this research uncovers language patterns using the features of collocation, concordance, word list, and frequency. The integration of Corpus Linguistics and CDA plays a vital role in this study as it can mitigate analysts' biases (Mautner, 2016) while providing a more comprehensive understanding regarding the frequency of particular phenomena (Gabrielatos et al., 2013).

REVIEW OF LITERATURE

English Global Positions

To unpack textual data and unravel ideologies represented in *The Jakarta Post*'s articles, it is important to analyze the content of texts, including collocation and co-occurrence between items of vocabulary (Fairclough, 2003). This study employs Pennycook's (2000) analytical framework to highlight a critical issue regarding the ideological impacts of English global spread towards its users.

There are six different frameworks mentioned in this particular topic: colonial-celebration, laissez-faire liberalism, language ecology, linguistic imperialism, language rights, and postcolonial performativity. Colonial-celebration is a position where individuals put English in a beneficial position over other languages. This position is named “celebration” since Pennycook (2000) believes it has a connection with the history of colonialism and glorification of English. In a broader sense, Pennycook (2000) describes colonial-celebration as a position where English is conceived as superior to various aspects, including culture, knowledge, or economic capital. Thus, those who have this ideological position tend to promote English for greater benefit around the world.

Laissez-faire liberalism is constructed when individuals perceive English and other languages in a neutral, natural, and beneficial manner (Pennycook, 2000). This “liberalism” term refers to the freedom to use and learn English or other languages. People who construct this position are known to have the freedom to make their own choices. This position leads them to support the use of English in global communication, while still emphasizing the significance of multilingualism in other contexts.

Language ecology emphasizes the negative implications of English presence in language diversity (Pennycook, 2000). This perspective echoes the significance of cultivating and preserving languages. It further addresses the issues regarding the impact of global language spread and the importance of language maintenance, which are not clearly stated in laissez faire liberalism’s framework.

Linguistic imperialism is a condition where language domination (especially English) is perpetuated through institutional structures or ideological positions (Pennycook, 2000). This perception is related to the value of capitalism that prioritizes English for economic purposes. Linguistic imperialism is also bound to linguistic hierarchy (Phillipson & Skutnabb-Kangas, 2013). It means that people in this position are skewed to stigmatize and glorify English over other languages.

From a language rights’ perspective, minority languages, including local languages, have a right to be preserved and developed. This position underlines the significance of viewing minority languages as equally important as English (Pennycook, 2000). It also acknowledges the potential threat of English to linguistic diversity and rights. Consequently, this position provides moral arguments against the domination of English in multilingual settings.

Last, postcolonial performativity is a stance that integrates local and global perspectives simultaneously. This stance supports hybridity and highlights some crucial elements, including the adaptation and adoption of languages, cultures, and knowledge systems (Pennycook, 2000). These six frameworks are intriguing to explore in order to gain a comprehensive analysis of the constructions of English discourses in *The Jakarta Post*.

Neoliberalism

Neoliberal discourse represents a competitive process among institutions driven by commercial interests (Read, 2009). This discourse is associated with a set of policies, development models, ideologies, and academic paradigms (Boas & Gans-Morse, 2009). Steger and Roy (2010) characterize neoliberalism as an ideological framework that has been widely shared, accepted, and established as a reality in society. Neoliberalism is manifested through three interconnected forms, namely: (1) ideology, (2) a mode of governance, and (3) a policy package (Steger & Roy, 2010). Ideologically, neoliberal practices are claimed to represent the idealized representation of a free market world. The mode of governance signifies entrepreneurial principles such as

self-interest, competitiveness, and decentralization. Meanwhile, policy packages cover the “D-L-P” formula consisting of deregulation, liberalization, and privatization (Steger & Roy, 2010).

The impact of neoliberalism extends to the education system. Olssen and Peters (2005) argue that neoliberal discourses have transformed knowledge and education into market commodities. Within the language and education sector, neoliberalism has also legitimized language as a technical skill and learners as entrepreneurial consumers (Bernstein et al., 2015). Neoliberalism in language education has fostered the emergence of Global English and the commodification of language teaching industry (Gray & Block, 2012). Holborow (2012) mentions that English serves as a medium for disseminating neoliberal values across different cultures and countries. Specific English keywords, such as “entrepreneur,” “market,” and “human capital” also play a pivotal role in reinforcing neoliberal ideology (Holborow, 2012), denoting the close relationship between English language usage and neoliberal ideology. Drawing on these explanations, this study hence adopts the neoliberal concept to gain a better understanding of how *The Jakarta Post* challenges or perpetuates the ideological underpinnings of neoliberalism in English discourses.

Foucauldian Discourse Analysis (FDA) in the Investigation of the English Discourses’ Constructions

This research employs the Foucauldian Discourse Analysis (FDA) framework, which comprises the concepts of power/knowledge and regimes of truth, to examine English discourse in the Indonesian context. As Van de Ven (2012) states, Foucault’s study emphasizes four key elements explaining the way social reality operates: discourse, power, knowledge, and truth. The term “discourse” refers to social practices that can constitute the way individuals think, feel, and act at different historical times (Walshaw, 2007). Discourse is immensely powerful as it can legitimize knowledge and thereby govern how a subject can be effectively discussed and rationalized (Ncube & Mare, 2022).

Foucault’s concept of discourse is closely linked to power, knowledge, and truth because it discusses the production of power and knowledge (Hall, 1997). From Foucault’s viewpoint, power operates through a disciplinary power mechanism that functions invisibly through normalization strategies (Walshaw, 2007). Power and knowledge are inseparable, as the exercise of power necessitates the establishment of knowledge, and any form of knowledge concurrently shapes and reinforces power dynamics (Walshaw, 2007). Some people may also have more power than others to constitute particular knowledge as “truth.” It suggests that “truth” is a socially constructed phenomenon emerging from a complex interplay between knowledge and power (Ncube & Mare, 2022). This also parallels Walshaw’s (2007) statement regarding the capacity of each society to establish its own system of truth.

The FDA framework is particularly relevant in this study to scrutinize power relations in English discourse. Muslim et al.’s (2022) study has pointed out the effect of English medium instruction in Indonesian higher education on the prevailing English hegemony and the marginalization of local languages. Martin-Anatias’s (2020) work also discovers the hegemony of English in Indonesian popular novels after the *Reformasi* era. These two results signify the pervasive influence of power dynamics within language and discourse in the Indonesian context. These studies also shed light on the ways in which power is wielded and perpetuated through language, both in academic settings and in popular culture.

In terms of power relations, English hegemony also establishes the dominance of the West in the ELT context. Two studies have shown that most of Indonesia’s ELT materials tend to prioritize the West by marginalizing local values in English classes (Irham, 2023; Wahyudi, 2018). Gandana’s (2014) and Widodo’s (2016) works illuminate that many Indonesians’ English teachers only rely on commercially published textbooks and

overlook the cultural unsuitability embedded in their teaching approach. These conditions signify that discussions about English in Indonesia frequently center on the West, especially British and American English, as the regime of truth (Wahyudi, 2018). This “truth” hence becomes evident in socially constructed narratives, which establishes and enforces power dynamics, valorizing the West’s knowledge and practices over local knowledge and practices. To sum up, the FDA is helpful for identifying the dominant discourses about English, as shaped by the relations of power.

METHOD

The study employed a qualitative analysis using a corpus-based Critical Discourse Analysis (CDA) approach to gain broader insights into language usage. This method involved examining features such as collocation, concordance, word list, and frequency to explore power and ideological aspects of texts. The incorporation of Corpus Linguistics and CDA is significant as it provides a critical framework for examining and identifying specific linguistic patterns (Al Fajri, 2017). Data processing of this study involved several stages, namely data sources, corpus building, and corpus analysis.

At the first stage, the researchers selected *The Jakarta Post* as the source of data. This newspaper was selected due to its status as one of the most influential English-language newspapers in Indonesia. Bell (2019) asserts that media discourses may represent and shape both language use and attitudes in society. This implies the significant role played by *The Jakarta Post* in constructing Indonesians’ attitudes towards English. The choice of *The Jakarta Post* was also driven by the newspaper’s concern for English issues addressed by many academia. As cited in Wahyudi (2021), two articles in *the Jakarta Post* have particularly addressed an issue about the hegemony of British English and American English (BAE) in Indonesia. This study, therefore, also focused on the role of *The Jakarta Post*’s authors, as they are the ones who shape discourses through their word choices (Fairclough, 2003).

After selecting the data source, the researchers built the corpus by examining search queries containing two terms: “English education” and “multilingualism”. The keyword “English education” was chosen since a few studies have shown multiple constructions of English discourse in the context of Indonesian education (see Anjanillah et al., 2021; Gandana, 2014; Wahyudi, 2018). Moreover, “multilingualism” was selected due to the status of Indonesia as an archipelagic country with more than 3000 inhabited islands and 706 living languages (Dardjowidjojo, 2000; Lewis et al., 2014). These two keywords were expected to provide profound insights into how *The Jakarta Post* constructs and positions the English language in its articles.

The time span for the selected articles was set from January 1, 2009, to December 31, 2023 (15 years). The researchers chose articles manually by reading them one by one based on the keywords. This process was necessary to ensure that the selected articles in the corpus were representative of *The Jakarta Post*’s coverage of English discourse. The corpus contained a total of 79 articles and 55,047 words. Each article was manually transferred to and saved in .txt format.

These data were later classified on the basis of the concordance/Key Word in Context (KWIC), word list, and collocate features in AntConc (version 4.2.3). The word list feature provided significant information about the 100 most frequent words and their frequency. Additionally, the concordance and collocate feature were used to uncover ideological themes in *The Jakarta Post*’s articles about the English language.

The researchers specifically employed several theories for the analysis, including Fairclough’s (2003) textual analysis, Holborow’s (2012) neoliberalism, Pennycook’s (2000) English global positions, and Foucault’s

power/knowledge as explained by Walshaw (2007). Textual analysis here was utilized as a means to identify dominant ideological themes constructed in the articles of *The Jakarta Post*. The researchers also classified ideological themes based on Holborow’s (2012) neoliberalism and Pennycook’s (2000) English global positions to enrich the analysis. Last, the concept of power/knowledge was also employed to explore the dynamics of ideology and discourse in the text.

RESULTS AND DISCUSSION

Ideological Constructions of English Discourse in *The Jakarta Post*

Fairclough's textual analysis aims to reveal predominant ideological themes that represent issues or groups in texts. Identifying these themes is crucial as it helps for recognizing patterns and extracting meaningful insights. To pinpoint the themes, the word list feature in AntConc was utilized to identify the 100 most frequently used words in the corpus. These 100 words excluded function words, such as conjunctions, determiners, pronouns, and prepositions in order to focus on identifying dominant themes within the corpus. Figures 1 and 2 illustrate AntConc's word list results regarding English discourses in *The Jakarta Post*’s articles:

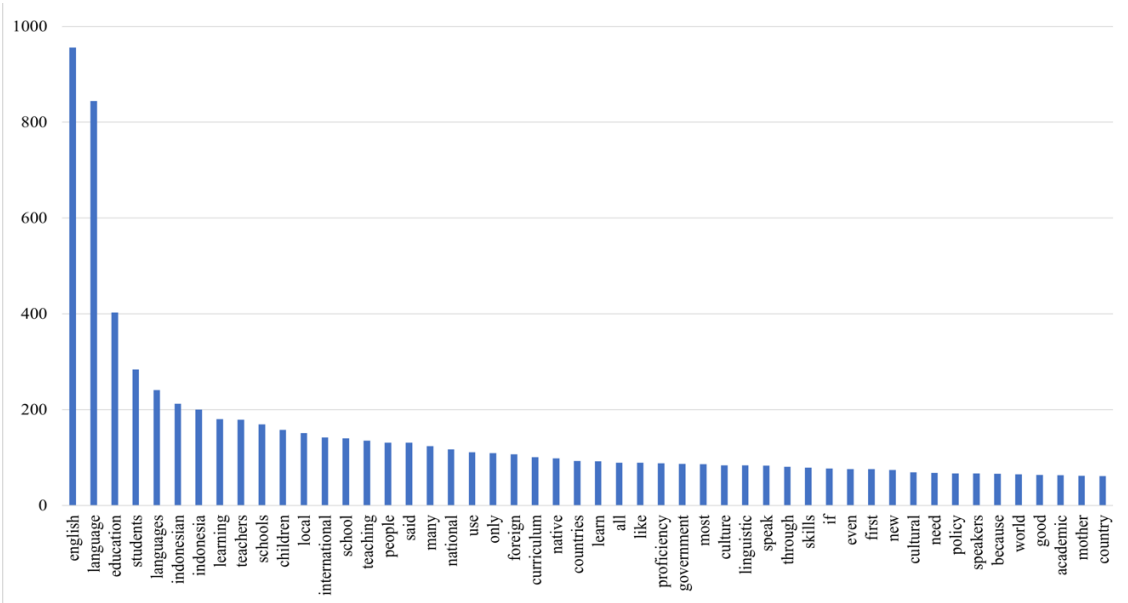


Figure 1. Top 100-word list

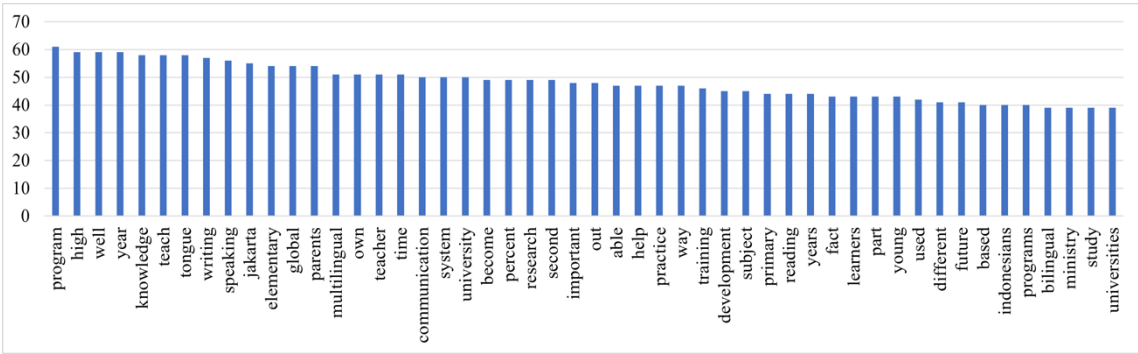


Figure 2. Top 100-word list

From the word lists, the researchers identified that the most frequent word in the corpus is *English* (956), followed by *language* (844), and *education* (403). These results are consistent with the two core query terms of this study, *English education* and *multilingualism*.

To gain deeper analysis, a classification process for the data was also conducted. The framework of Pennycook's (2000) English global position and Holborow's (2012) neoliberalism was employed to categorize ideologies of selected words. The following is the classification of selected words based on ideological constructions:

Language Ecology and Language Rights

Pennycook (2000) introduces language ecology as a framework for analyzing the phenomenon of English global spread. This framework emphasizes the significance of protecting linguistic diversity and asserts that the spread of a dominant language (such as English) can disrupt the balance of languages. Language ecology opposes linguistic imperialism that promotes the dominance of a single language, especially English (Pennycook, 2000). In this sense, language ecology can be categorized as an ideology that shapes people's political and social action towards language.

Paralleling language ecology, the notion of language rights also accentuates the principles of human rights in the linguistic domain. Pennycook (2000) describes language rights as the fundamental entitlement of individuals to learn and preserve their local languages. These two ideological constructions have been identified in the corpus analysis of *The Jakarta Post*'s texts. The subsequent examples illustrate words representing language ecology and language rights in *The Jakarta Post*'s articles:

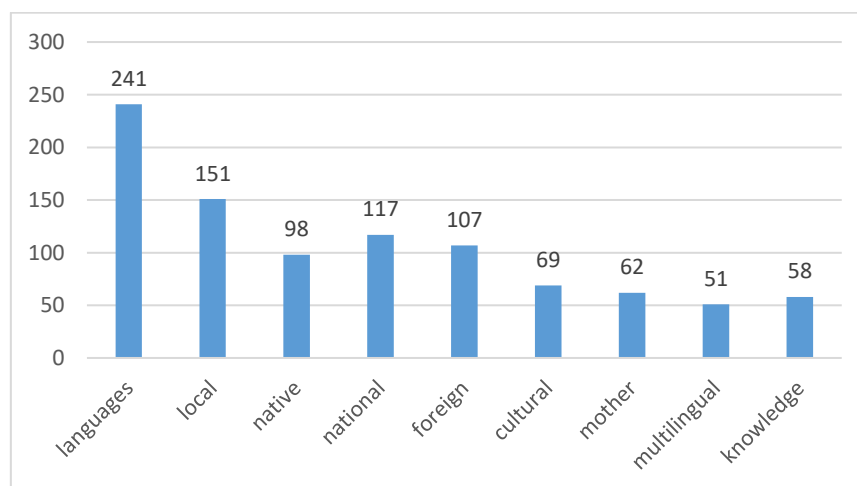


Figure 3. Words representing language ecology and language right

- | | | | |
|-----|--|-----------|---|
| D1. | The prejudice toward local languages and the belief that local | languages | are ancient should be minimized. It is true that |
| D2. | a serious threat of endangerment and even extinction. These indigenous | languages | are often suppressed in their use, as their speakers |
| D3. | systems in most Asian nations remained indifferent to non-dominant | languages | but are enthusiastic in promoting the dominant national and |

The concordance lines above (D1-D3) suggest that the word *languages* (241) in some articles in *The Jakarta Post* can refer to the frameworks of language ecology and language rights. These ideological constructions can be seen in the authors' challenge to the deficit view of indigenous languages which were seen as ancient. The language ecology framework can also be identified in the authors' discussion about the suppression of indigenous languages by English. The authors' position in this regard aligns with Pennycook's (2000)

explanation of language ecology, which perceives the negative impacts of the spread of English on the existence of local languages.

Through the corpus analysis using AntConc, the researchers also discovered words such as *heritages*, *minority*, and *endangered* collocating with *languages*. These collocations support the notion of language ecology and language right, as they may also represent authors' belief that minority languages should be protected and regarded as a legacy of human beings (Crystal, 2003). Interestingly, the researchers found that some of *The Jakarta Post*'s articles do not solely emphasize English dominance. The datum of D3 denotes that this language issue can be seen from another perspective, where the dominant national language may also suppress non-dominant languages, especially local languages. This datum thus supports Coleman's (2016) explanation of the impact of Indonesian language dominance to the marginalization of local languages.

In exploring the ideological themes of the texts, the researchers also analyze the word *local* (151) in the framework of language ecology and language right:

D4.	as one of the world's most culturally diverse countries,	local	languages are a remarkable catalogue of its culture. Education
D5.	that have seeped into early childhood education, empowering children through	local	language education is highly relevant. For one thing, local
D6.	use of students' native tongue was also important to preserve	local	languages as the increasing use of the national language

The concordance lines above (D4-D6) indicate that language ecology and language rights frameworks have been constructed to highlight the urgency of local language education in early childhood. These frameworks emphasize the values of local languages as a remarkable catalogue of culture. The textual analysis, to some extent, also shows that some authors in *The Jakarta Post* are positioned as agents who advocate for the rights of local languages as languages that need to be protected (Pennycook, 2017). This is evident from the way the author stresses the importance of local language education as highly relevant (see D5).

Upon closer examination, the researchers also noted that a few articles in *The Jakarta Post* have deconstructed the meanings of the words *native* and *foreign*, which were formerly associated with the glorification of English in many English discourses (see Kiczkowiak & Lowe, 2024; Swan, 2012). Through the corpus analysis using AntConc, this study concludes that the word *native* (98) and *foreign* (107) can be shaped within the framework of language ecology and language rights to demonstrate the significance of resisting linguistic imperialism. These ideological frameworks are evident in the concordance lines of the words *native* (D7-D8) and *foreign* (D9-D10) in the following examples:

D7.	of multidisciplinary studies has illuminated that the use of students'	native	language facilitates the learning of foreign languages, as the
D8.	labeling students as deficient because they do not achieve a	native	like standard. The concept of 'English language learners' is in itself problematic

D9.	Critical Pedagogy (CP) in the teaching of English as a	foreign	language in Indonesia. Criticizing existing curriculum paradigms in this
D10.	the use of students' native language facilitates the learning of	foreign	languages, as the former serves as important background knowledge

Based on those concordance lines, it appears that the words *native* and *foreign* can be situated within the discourse of critical pedagogy. This critical pedagogy seeks to develop teachers' awareness towards sociocultural and political implication of English teaching (Hayati, 2010). It shares the same spirit as the framework of language ecology and language rights as it aims to preserve students' native languages (Pennycook, 2000). Through the use of AntConc, the researchers further observed the word *equivalents* which collocates with the word *foreign*. The collocation suggests that some authors in *The Jakarta Post* have attempted to highlight the significance of respecting linguistic diversity.

In addition to the four words previously discussed, the frameworks of language ecology and language rights are also represented through the words *national* (117) and *mother* (62):

D11.	countries are multilingual as well. In most cases, however, the	national	education systems don't take this diversity into account,'
D12.	deals very much with the protection and development of the	national	language, it is necessary that equal attention be paid
D13.	instruction in schools. The report stipulates that a child's	mother	tongue is the best medium for teaching on the
D14.	based education, the goal of which is to protect peoples'	mother	tongues from the disruption of dominating languages. The idea

Through the collocate feature, the researchers discovered that the word *mother* collocates with the words *protecting* and *tongue*, while the word *national* collocates with the words *language* and *education*. These collocations signify the discourse of language ecology and language rights, as they mostly emphasize the importance of protecting national language in English education.

The fact that some authors in *The Jakarta Post* have reconstructed the previously perpetuated notion of English hegemony (Crystal, 2003; Phillipson, 1992) also indicates an attempt by *The Jakarta Post*'s authors to govern the way a subject can be discussed and rationalized (Ncube & Mare, 2022). This implies that English hegemony has been challenged through the emergence of language ecology and language rights discourse.

The researchers also identify the word *multilingual* (51), *cultural* (69), and *knowledge* (58) as other categories of language ecology and language rights. Here are examples of concordance lines for these words:

D15.	have their first language. Thus, the outcome of learning is	multilingual	competence, rather than monolingual competence. Also, the fact that
D16.	languages are cultural symbols. Languages should be used proportionally for	cultural	and national development, and language education should create a

- D17. including English. Students also need knowledge of their native language and culture to be informed that solid becomes a powerful

The concordance lines above suggest that some articles in *The Jakarta Post* construct English discourse with a focus on multilingual competence. The newspaper's articles appear to be moving away from a monolingual approach towards a more inclusive model of English teaching that embraces multilingualism. This is evidenced by the emphasis on utilizing students' native languages and the importance of proportional use of language resources in the English classroom, as highlighted in certain articles of *The Jakarta Post*.

Based on the collocation, the words *multilingual*, *cultural*, and *knowledge* are also known to collocate with the words *competence*, *diversity*, and *hegemony*. This suggests the framework of language ecology and language rights since they underline the issue regarding the significance of viewing local languages as equally important as English (Pennycook, 2000).

Overall, these findings are in line with Fairclough's (2003) statement about texts as integral parts of social events, heavily influenced by social structures, practices, and the actions of social agents. This also emphasizes the importance of contextualizing texts within their broader social settings, as they do not exist in isolation but rather engage in complex interactions with societal elements.

Colonial Celebration and Linguistic Imperialism

Despite the ongoing challenge to English hegemony, it is undeniable that the glorification of English remains a prominent issue worldwide. The researchers discovered that colonial celebration and linguistic imperialism still persist in some *The Jakarta Post*'s articles. Phillipson (1992) defines English linguistic imperialism as an act of reinforcing structural inequalities between English and other languages. This ideology has elevated English to a superior position, encompassing aspects of culture, knowledge, or economic capital (Pennycook, 2000).

The following are examples of concordance lines for the word *international* (142), which is categorized within the framework of colonial celebration and linguistic imperialism:

- D18. business.” With globalization, international language has become a must. This nevertheless, the role of English as an has led to
- D19. of study, it is fact that the vast international schools exist in an English majority of language world. This means,
- D20. get the international qualification. But, international education and that international whatever route is taken to qualification, there is one common

From the concordance lines above (D18-D20) it is revealed that some of *The Jakarta Post*'s articles still value English as an international language that serves as the gatekeeper to the global world (Pennycook, 2017). This construction has positioned English as a must-have skill (D18) compared to other languages. In the corpus analysis, the word *international* also appears to collocate with the word *standard*, *qualification*, and *label*. This suggests a dependence by developing countries on developed countries in educational setting, as the use of English is based on the standard and qualification of native English speaker. The result thus supports Pennycook's (2000) explanation about the celebration of extrinsic quality of English, which encompasses the function of understanding the language.

Neoliberalism

Another factor that likely perpetuates English hegemony is the widespread presence of neoliberal values, especially in the domains of education and workplace. Kubota (2011) describes this situation as linguistic instrumentalism where English skills are highly valued as a useful tool for acquiring capital appreciation and enhancing economic assets of a country. English and neoliberal values are inextricably linked, as the use of English is tied to capitalism (Block & Gray, 2016; Pennycook, 2000). This means that English also serves as a determiner of economic advancement in the workplace (Pennycook, 2017).

The following concordance lines suggest that the word *skills* (79) and *proficiency* (88) can represent neoliberal values:

D21.	have special technical expertise, if you don't have English	skills,	you can't carry out your job,' said Cho
D22.	city of education and tourism, Yogyakarta needs those with English	skills	Mayor Haryadi Suyuti said after opening the workshop. The
D23.	of upgrading their professionalism, followed by training to improve English	proficiency	They are less interested in obtaining a graduate degree
D24.	and economic indicators, which in turn underline the importance of	proficiency	in the language. Reflecting on the report's findings,

The concordance lines above suggest that some articles in *The Jakarta Post* posit English as a significant tool for economic progress. The highlighting of the words *skills* and *proficiency* denotes the media's reinforcement of English dominance through neoliberal values.

This neoliberal ideology is manifested through a mode governance that associates English with entrepreneurial principles such as competitiveness and self-interest (Steger & Roy, 2010). These two keywords parallel Wahyudi's (2018) study, which defines the word *skillful* and *proficient* as the representation of neoliberalism. Thus, this result confirms the presence of neoliberal values in *The Jakarta Post*'s articles.

Discussion

The findings of this study showcase how *The Jakarta Post* has reconstructed the dominant discourse of English hegemony. The media's role is, among others, to echo language ecology and language rights discourse in relation to the spread of English. The newspaper's construction of words like *languages*, *multilingual*, *cultural*, *local*, *foreign*, *mother*, *national*, *knowledge*, and *native* indicate the media's effort to emphasize the urgency of preserving linguistic diversity, especially local languages. In FDA, these findings suggest that some of *The Jakarta Post*'s articles have reshaped English dominance by producing their own regime of truth that positions local languages as equally relevant as English.

The findings of this study extend the work of Anjanillah et al. (2021) who examined language ecology and language rights in English discourse. This study, however, differs from the previous one, as it focuses on the construction of English discourse in the media, while Anjanillah et al. (2021) concentrates on university students' positions towards English discourse. The researchers conclude that the media, including the authors

of *The Jakarta Post*, can exercise their power, not only to reinforce social control, but also to resist the dominant discourse and raise awareness about power imbalances. This result parallels Walshaw's (2007) explanation about power, knowledge, and truth, where power relations cannot exist without a field of knowledge being constituted in various contexts, such as media.

In exploring the construction of English discourses, this study also uncovers tensions between resistance to and promotion of English hegemony in the articles of *The Jakarta Post*. The discourses of colonial celebration and linguistic imperialism indicate that English valorization remains uninterrupted in *The Jakarta Post*. This result might be affected by the perpetuation of English dominance in various media such as newspaper, magazines, pamphlet, or movie (Crystal, 2003; Phillipson, 1992). In FDA, this result reinforces Walshaw's (2007) argument about individuals' difficulty to think beyond the dominant discourse in society. This finding also suggests an imbalance between the spirit of multiculturalism and critical awareness towards the Western hegemonic forces in Indonesian education (Sugiharto, 2013).

This study resonates with a few studies discussing English linguistic imperialism and linguistic hierarchy (Budairi, 2019; Jabeen, 2020; Khan & Zaki, 2022; Xiong & Qian, 2012). It also extends some studies that explored the influence of English linguistic imperialism in various contexts, such as teaching materials (Budairi, 2019; Xiong & Qian, 2012), job advertisements (Jabeen, 2020), and policy documents (Khan & Zaki, 2022).

Upon further analysis, the researchers also discovered the relationship between neoliberal values and English discourses in some articles of *The Jakarta Post*. The construction of words like *proficiency* and *skills* (D21-D24) implies that English has been positioned in *The Jakarta Post* as an important language for education, social mobility, and job prospects. This neoliberal value translates into the reinforcement of linguistic imperialism, leading to the prioritization of English and creating inequalities between English and other languages (Phillipson, 2008).

This finding supports the prior research on neoliberalism, as evident in the work of Babaii and Sheikhi (2018), Xiong and Yuan (2018), and Rauf (2020). The study also confirms Nizamani and Shah's (2024) work regarding the neoliberal values associated with English, including consumerism, competitiveness, and market orientation.

Overall, this research expands the context of investigation, moving beyond educational settings to consider the role of media, as exemplified by *The Jakarta Post*. This study provides a more nuanced understanding by elaborating on Pennycook's (2000) English global position and Holborow's (2012) neoliberalism in the construction of English discourse. Lastly, this study also delves deeper into the notions of power, knowledge, and truth within the framework of FDA.

CONCLUSION

This study reveals the construction of various English discourses within articles published by *The Jakarta Post*. These discourses include *language ecology*, *language right*, *linguistic imperialism*, *colonial celebration*, and *neoliberalism*. The findings indicate that some articles construct discourses of language ecology and language rights, reflecting an ideological stance that supports linguistic diversity and challenges the dominance of English. Although some articles support these alternative discourses, others continue to valorize English by reproducing ideologies rooted in linguistic imperialism, colonial celebration, and neoliberal values.

This study highlights the contradictory ideologies constituted by the authors of *The Jakarta Post*. It signifies the complex power dynamics of English discourses, where competing perspectives on language and power

coexist in *The Jakarta Post*. Through a corpus-assisted approach, this research further concludes that in *The Jakarta Post*, English discourses are multifaceted, reflecting both resistance to and acquiescence in the hegemony of English.

The findings contribute not only to research on linguistic and language education but also emphasize the importance of fostering critical media literacy among readers. This literacy is important as it enables readers to understand how English is framed in mainstream media. Lastly, for future studies, the researchers suggest conducting a comparative analysis, examining how English discourses are framed and discussed across multiple Indonesian media outlets.

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