

Politic Prurilingualism in our Contestation Foreign Language as Lingua Franca

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Abstract. This study generally discusses about the politics of prurilingualism in foreign language contestation in Indonesia as the lingua franca. In that context, language becomes an instrument of planning, diplomacy, education and unification between regions by considering the vision and mission of the language owner against Indonesia. Apart from that, in Europe, this terminology implies efforts to recognize, equality, unity and association of regional integration, anti-racial and ethnic discrimination by considering the reality of language diversity and cultural background of the phenomenon of globalization, immigration, and international mobility. Therefore, based on a qualitative approach, this study aims to knowing the existence of prurilingualism as an instrument of foreign language contestation in Indonesia in order to develop it as the lingua franca.

Keywords: foreign language, contestation, lingua franca, politics, and prurilingualism

1 Introduction

Trends of economic globalization and societal internationalization made in inevitable for all peoples in the world to speak in foreign language to be able understand each other. In this context, foreign language act as world's connection instruments to explore different parts of the world, know about diverse cultures, places, lifestyle, and also the local language. Another reason, it's can be enhances the cognitive, analytical abilities, and involves a lot of mental exercise. All of this can be offer a life changing experience and peoples often associated with global services to communicate and serve people better in the world.

Bases on the benefits of foreign languages in the global dimension encourage competition between languages which can be equated with international political struggles. Each country competes to show theirs powers by the development of theirs languages because in this notion related to "cultural capital" which Pierre Bourdieu has explained. Cultural Capital is not an economic term because it involves a broad range of linguistic abilities as well as orientations which are present in the family and nation-state. In the last case, it may exist in an institutionalized form (such educational qualifications) or form of cultural artifact such as books. Besides, language is also a form of cultural capital and linguistic capital can be defined as "fluency in, and comfort with, a high-status, world-wide language which is used by groups who possess economic, social, cultural, and political power and status in local and global society. This implies that individuals and group's speakers global or majority languages have considerable advantages over their counterparts whose mother tongues are ranked lowed in the social scale. Many benefits accrue to those speaking a major language suck as prestige, honor

and educational credentials speaking the global language becomes a form of capital or investment which can consolidate or enhance one's credibility in the non-material sector. Moreover, privilege and prestige can be transmitted inter-generation through forms of cultural capital.

Among the term of cultural capital, language global becomes one's of political strategic because its can increasing theirs cultural influences which is one of the latest studies in the context of diplomacy after politic, military, and economic. Strategically, language as a part of culture is a great capital of the state that has dual roles, one of them supporting the national defense and another conquest of other territories. This strategic implied to the world-wide of term *lingua franca* has become a common noun, used with regard to languages contact phenomena in general-at first specifically for pidgin and trade language, but now for all vernacular language. As a vernacular language, country tends to think of language in international rather than national terms and there are many sources information on languages global spoken which one of the six official language of United Nation such as: Mandarin, English, France, Arabic, Spanish and Russian. So, all of them contain a state vision and theirs diplomatic strategic to become an influential country and the ways of theirs linguistic planning.

Talk about linguistic planning in the twenty-century, global language not only applied in major speakers such as Mandarin or English, but also in various languages. These phenomenon's operate in a modern trans-national framework which has been considerably enhanced by the development of new media and technology. People become bilingual or multilingual because influenced by globalization, migration, and international mobility. And these facts change the social construction of society now days to promote the prurilingualism as a way of life. Prurilingualism refers to capacity individual to use more than one language in socials communication whatever their command of those languages. The prurilingual was born in Europe as a policy that recognize of equality, unity and regional integration, anti-racial and ethnic discrimination by considering the reality of language diversity and cultural background. Of all them implied on *Development Educational Language System in Europe*.

According to the European linguistic policy which aims to create multilingual competences the European community, Indonesia as a major country in Asia Pacific has the same condition. This country is considered a strategic area for development of foreign language into lingua franca due to geography and demography. In addition, Indonesia take a role important in various aspects and consequentially becomes a prosperity market of foreign language. All of global languages are interested developing in Indonesia as well as the vision of each language owner. English, Mandarin, Franc, Arabic, Spanish and Russian competing to increase the number of speakers in Indonesia as a fact of global interconnection between the country and the owns languages. So far, one's of theirs strategies in Indonesia through the education field where each language competes to earn the speakers. Using by academic formalities is the great way to improve theirs influences in Indonesia. Accordingly all aspects of Indonesian language diversity and cultural background, prurilingualism relate to the each foreign language in theirs contestations across Indonesian peoples toward the lingua franca.

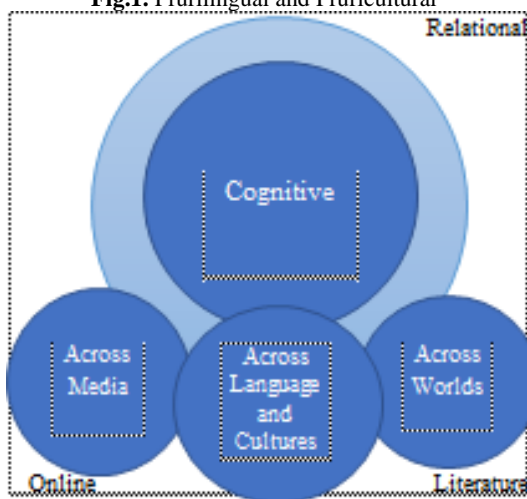
1.1 Prurilingualism is a Ways of life in the Global Culture After Multilingualism

In this decade, language has various nomenclatures starting from the word language itself until the terminology likely mother tongue, foreign, second language, and etc. As in the *Guide for the Development of Language Education Policies in Europe*, prurilingualism is one's ways to beginning of life for all peoples in the global world, not only for European

citizenship. This term may give rise to misunderstanding, because is not synonym of polyglot or multilingual which mean ability to communicate in several languages although perfectly, but is the capacity individuals to use more than one language in social communication whatever theirs command of those language. This set of skills constitutes complexity but unique competence, in social communication, to use languages for different purpose with different levels of command. The prurilingualism competence is the practical manifestation of the capacity for language of human being possesses genetically and can that successively is invested in many languages. In this case focused on the individual's language acquisitions since childhood in various ways (learning, teaching, independent acquisition, etc.) and in which they had acquired different skills (conversation, reading, listening, or writhing) to various levels. In this notion, inter cultural competence rise to support individual's skills to survive in the diversity culture or language. *Common European Frame Work of Reference for Language* explains the prurilingualism differs from multilingualism, which is the knowledge of number languages in a given society. Multilingualism may be attained by simply diversifying the languages on offer in a particular school or educational system.

Bases on diversifying languages on European educational environmental, prurilingualism are a global policy that is embedded strategically in the education system. This policy explained by the Council of Europe to updating and developing the CEFR to develop a linguistic repertory, in which all linguistic abilities have a place. Prurilingual competence consequently is not seen as the superposition or juxtaposition, but rather as the existence of a complex or even composite competence on which the user. It's also focus to learn language means having some awareness in several other languages and this competences involved the ability to : (a) Switch from one language or dialect to another, (b) Express oneself in one language and understand the other, (c) Call upon the knowledge of a number of languages to make a sense of a text, (d) Recognize words from a common international store in a new guise, (e) Mediate between individuals with no common language, (f) By bringing the whole of their linguistic equipment into play, (g) Experiment by alternative form of expression in different language or dialects, (h) Exploiting para-linguistics (mime, gesture, facial expression, etc.).

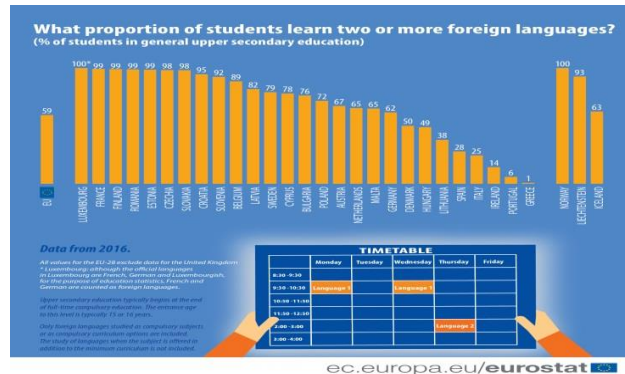
Fig.1. Prurilingual and Pruricultural



In order to plurilingualism, there are 24 languages official and working languages on European Union likely : Bulgarian, Croatian, Czech, Danish, Dutch, English, Estonian, Finnish, French, German, Greek, Hungarian, Irish, Italian, Latvian, Lithuanian, Maltese, Polish, Portuguese, Romanian, Slovak, Slovenian, Spanish, and Swedish. In 1958, this union set Dutch, French, German, and Italian as a first official languages and followed by Danish and English in 1973, Greek in 1981, Portuguese and Spanish in 1986, Finnish and Swedish in 1998, Czech, Estonian, Hungarian, Latvian, Lithuanian, Maltese, Polish, Slovak and Slovenian in 2004, Bulgarian, Irish and Romanian in 2007, and Croatian in 2013. Nevertheless, the EU's language policy and official languages the European Economic Community are English, French, and German. Therefore, all of three languages set as educational languages in Europe.

English, French, and German as educational languages in Europe, where the development of these languages has been sustained by organizational policy and become the *lingua franca* in their community. By the Eurostat (January on 14, 2019) there have always been fewer official languages than European Union member states, as some European Union member share common language, for example in Belgium where the official language are Dutch, French, and German, while in Cyprus the majority of the population speaks Greek. There are also a number of indigenous regional and minority language such as Catalan, Galician, and Basque in Spain, or Welsh and Scottish Gaelic in United Kingdom found within the European Union as well as many other language that have been brought into the European by migrant populations, notably Arabic, Turkish, Urdu, Hindi, and Chinese. Some regional languages, such as Catalan and Welsh, have gained a status as co-official languages of the European Union and the official use of such languages can be authorized on the basis of an administrative arrangement concluded between the Council and the requesting Member State. In this case, school and other educational institutions provide the main opportunity for the vast majority of people to learn languages, while linguistic diversity is actively encouraged within many further education establishments and workplaces.

Fig.2 .Language Learning in Primary and Secondary Schools of the European Union’s



1.2 Development of Foreign Languages in Indonesia

Indonesia is the country which has the fourth largest population in the world and occupies thousands of islands across the country. This republic is the largest archipelago in the world which stretches from *Sabang* in the northern Sumatra until *Merauke* in south-eastern Papua with more than 250 local languages and dialects which is spoken by Indonesian peoples. Most of them cannot be understood each other and bahasa Indonesia is used nationwide as the tool of communication and this language become theirs national language.

According to the bahasa Indonesia as a nationwide of communication among the Indonesian peoples, it is a part of the Indonesian language policy which closely related to the history of Indonesian civilization. Simpson (2007) explained that Malay is the root of the bahasa Indonesia that was chosen as Indonesian national language based on some reason: firstly, across archipelago Malay was well known and used as lingua franca for hundred years, secondly, it was recognized as a language of instruction in many areas in Indonesia, thirdly, Malay was spoken by minorities of Indonesia, if compared to Javanese that was spoken by 45% of the total population and located in the center of Java. If Javanese was chosen as a national language, it would probably raise issues for the Indonesian unity where live different ethnic with different language. Bahasa Indonesia considere of official language after declation of Sumpah Pemuda on Octobre 28th, 1928.

As official language, the existence of bahasa Indonesia regulated by the national constitution and including the development which depends on the strength of the state. Moreover, these countries have a good connection with other culture. As a consequence, there are many foreign language has been implanted likely: Arab, English, French, Germany, Dutch, Mandarin, Spanish, and Russian working hardy to compete of the numbers speakers. All of languages has the different methods to attract the new speakers look like

A. Arabic

Arabic is one’s languages everlasting in Indonesia which high position for Indonesian people’s. This is due to the role of religious dimension where the biggest Muslim in the world live in this country. Arabic hold a special place and importance for Muslim community everywhere because it language for worship, a language frequently used by Muslims and language that is believed by all as the language chosen by Allah. This can be observed in the use of Arabic during worship rituals in Islam, whereby in prayers, hajj, and all sorts of other activities of worship Muslim must be, perform in Arabic.

In Indonesia, the development of Arabic is independently become prestigious in *Pesantren* or Islamic boarding schools, because this institution is the center of Islamic studies where Arabic is an active medium of communication. Another ways, there are two objectives in the vision of teaching Arabic likely as an instrument to studying Islamic knowledge and becoming experts linguistically who are able to use in various needed. With this situation, the movement of Arabic in this country guaranteed by the state under the minister of education to bring the language competence in the educational and professional sectors. Another ways, this language develop in the Muslim community to transfer the knowledge of Islam.

B. English

English in Indonesia as a part of the foreign languages or second language where knowledge and competence are obtained through academic field. The acquisition process is generally from the education system beginning from the elementary school until university. In addition, English is considered a main foreign language in all of level education. Therefore, it's considered as a basic standard of human skill to entering the next level. So, this language gained a strategic position in Indonesia as explained in the role of English as first lingua franca in the world.

In this country, English become an international language since the Dutch periods when it was taught a junior high school (MULO) to the senior high school as a compulsory subject. The student in the third period had to have written and oral examination and the end of the class, theirs could speak, read and write in good English. Meanwhile in the Japanese colonialism, the teaching of English was replaced by Japanese language which all of science et technology derived to bahasa Indonesia. With this policy related to the value of bahasa Indonesia as a nationwide and limited of English for lingua franca. This situation change after independent period until present, which English improve in to grammatically methods that presented by English Text Book and teaching periodically from elementary school until university. Consequentially, the central inspectorate of English instruction paved the way to improve *Teaching English as Foreign Language (TEFL)* in Indonesia on 1953-1957 for established to be in charge of developing syllabi for the secondary school English language instruction and manual teaching .

C. French

The number of French speakers increasing significantly since sixty years ago. This phenomenon contrasts with the global hypotheses after World War in which an anti-French as a real action to anti-colonialism. In that era, French was known as the language of colonialism and as representation of royal language. But the situation response quickly by the France government with making *Alliance Française* as a center French culture where settled around the world. This creation aims to spread French language and culture throughout the world as a civilization language. As a result, French become the official language in various international organization likely European Union (EU), United Nation (UN), or more especially in International de la Francophone Organization (OIF).

If the French as an official language of international association, this language have fundamental role in the world. This fact have a great impact for Indonesian peoples, because in the term of civilization language contained the numbers of reasons likely as a language used in the academic and professional skill and also a plural significance language. In the many of significance, French developed in Indonesia caused by bilateral networking between Indonesia and France which occupied : (a) economic sector, (b) trading, (c) capital, (d) national defense, (e) counter terrorism, (f) development, (g) contra violence, (h) drug trafficking, (i) money laundering, and (j) climate change. This agreement continued in many things likely: (a) sustainable urban development, (b) tourism, (c) national defense, (d) science

and technology, (e) expert exchange, and (f) world peace. In other ways, French language widespread by France culture impact in Indonesian social life, look like: fashion, cinema, literature, cooking, and creative industries. All the aspect encouraged the development of French in the academic sector as one's of foreign languages studied in senior high school and university. Based on both of the aspects, Indonesian governments open access and to push the the development of this language. Besides that, the France institution likely *Alliance Française* and *Institut Français* take the responsibly for the development of their culture and language without being limited by the mission of both countries, because their language as a global language which called France as a foreign language (*Français Langue Étrangère/FLE*) or French as a second language.

D. Mandarin

Talk about the existence of Mandarin language in Indonesia related crossly to the national history when New Order's forced assimilation policy to all Chinese in this country becomes Indonesian identity by removing all activities that connect with their original culture. During this period, there is no longer access to Mandarin language, cultural celebration, media, organization, could widespread likely at the moment, because it considered related to the communist activities which are opposed to the ideology of the state. Another factor, Indonesia had a history of conflict between Chinese minority and Muslim majority dating back to colonial times, Dutch rulers favored the Chinese over the *pribumi* and also *Chinese* were strongly encouraged to adopt Indonesian names, and *cina*, meaning China or Chinese, became a racial epithet. As a results, a decade ago all Indonesian peoples studying Chines would have been almost unthinkable.

Although millions of ethnic Chinese lived in Indonesia and were the driving for behind the economy, Mandarin had been excised from public life since long before student were born, as a part of general effort to assimilate the Chinese by force. But today many young Indonesians both ethnic Chinese and *pribumi* change the mind-set to learning Mandarin for take the advantage of China's booming economy. Now, most of big Indonesian companies owned by Chines to recruit Chinese majors and job opportunity asking for Mandarin skill. Another reason, there are many conveniences for Indonesian student to continue theirs study in China compared to another country, likely: easy access, various opportunities, low cost, and more popular. For special reason, Chines Indonesian community has a big passion to reconnect with theirs homeland by theirs descendants to studied Mandarin language. In this ways, theirs hopes to the new generation for inherit the original custom and theirs tradition with the language.

Now days, the development of Chines school bring the fortune for Mandarin language as a lingua franca in the social academic, because it becomes the one's of the goals of theirs founders to spread the China's values by educational system. Another factor, the Indonesian governments also encourage of this development cause of Mandarin as one's of the official language for the United Nations whose consider for the biggest number of speakers in the world. As a results, this language moving by triples advantages look like the Chines economic factors firstly, the ways of inherit theirs descendants about theirs original custom and tradition secondly, and connected for their homeland thirdly.

2 Research Methodology

Raised of the topic political linguistic, this research entitled “Political Pruralingualism in Our Contestation Foreign Language as Lingua Franca” focused on each foreign language strategies to be the lingua franca of Indonesian peoples where they lived in the big archipelago and they connected to the global world. It use the qualitative method aimed to appropriate for small samples, while its outcomes are not measurable and quantitative research methods that are frequently used: (a) One on one interview, (b) focus group, (c) ethnographic research, (d) case study research, (e) record keeping, and (f) process of observation. In this ways, qualitative research considered the right method to obtain research data through the data collection and analysis by: (a) notes, (b) videos, (c) audio recording images, and (d) text documents relate to the pruralingualism in foreign language as a linguistic political instrument in theirs contestation. While, in this methods, focused on: (1) analytical objective with describe individual experiences and theirs beliefs, (2) use the type of open ended questions to get more data, (3) concern of data collection instrument which use semi-structured methods such as in depth interviews, focus groups, and participant observation, (4) to get de descriptive data by form of data produced, and (5) finally, try to find the degree of flexibility by participant responses affect how and which question researchers ask next, look like theirs visions by regarding theirs opinions on each foreign language and talk about theirs function in this era.

3 Result And Discussion

Talk about language policy relate to the condition of each state, because it's a part of international strategy and the country policy. One's of them is associated to political and economic relations between one's state and the language owner countries. Then all aspects which offered in foreign languages are also taken into consideration for theirs speakers. Finally, all these aspects become the starting point for theirs contestation as a lingua franca in each country.

Based on language constestation in each country, Indonesia as a big state where lived 269,843,858 peoples and this country considered also as important partner for the influential state in the world. With these conditions, language and cultural diplomacy become strategic points in the internasional partnerships. Otherwise, Indonesians peoples are competing to learn foreign language in order to improve their competence. And nowadays, they become a polyglot likely European community who can speak several foreign language.

In this decade, almost Indonesian people know one's of the foreign languages through the educational system such as English which is taught at the basic level until the college. English is associated to foreign language, which Indonesian people are required to be able used in theirs life, both at the educational and professional skill. Meanwhile, other foreign languages develop in Indonesia based on another aspect that theirs promoted as a foreign language likely: Arabic, French, and Mandarin. Firstly, Arabic is no longer considered as a foreign language for each community, where Islamic boarding school (*Pesantren*) takes the place and it's also supported by Muslim community. They think about Arabic as a religion language and instrument of to know Islamic knowledge. Secondly, Mandarin has fanatical speakers where the origin of the language develops in the Chinese community. In Indonesia, Chinese community take a part around 1, 2 % of the total Indonesian population and take

fundamental role in trading or economic sectors. This reason become theirs current success, because in this language contain the ways of relate to the homeland and also take the role in the cultural inheritance for future generation where the Chinese community living in outside of Chinese mainland. Thirdly, French take the advantage in academic field and professional skill, which is associated with, life style, art, culture, literature, fashion, culinary, European technology, tourism, or social humanity. This language remarks the triumph of human civilisation and also in social science.

Table.1.Supporting Aspect of Foreign Language in Indonesia

No.	Foreign Language	Aspect	Community Speakers
1.	Arabic) Religion) Education) Arabic culture) Islamic knowledge) Economic sectors) <i>Pesantren</i> or Islamic boarding school) Muslim community
2.	English) International trading) Education) International communication) All sectors) Educational field) International company) International association) International communication
3.	French) Education) Human civilisation (life style, art, culture, literature, fashion, culinary, European technology, tourism, social humanity)) Francophone communication) Educational field) Francophone community) Francophone company (tourism, hotel, and restoration)) International association
4.	Mandarin) Economic sectors) Education) Chinese culture) Chinese school) Chinese community) Chinese company

According to the supporting aspect in the development of foreign language, as a multicultural country, Indonesia peoples faced with a multi-lingual situation. They have experience with at least one or two foreign language, because they think that currently having only one foreign language is not enough for academic or professional skill in this era. They are competing to learn various foreign languages in order to find the best opportunities in lives. Furthermore, this idea increases opportunities for foreign languages to compete the number of speakers with a variety of strategies likely European language promote to the pruralingualism as language policy in which there are many official language in the European Union and each has the same right to develop. It's also focus to learn language means having some awareness in other languages and this competences involved the ability to: (a) Switch from one language or dialect to another, (b) Express oneself in one language and understand the other, (c) Call upon the knowledge of a number of languages to make a sense of a text, (d) Recognize words from a common international store in a new guise, (e) Mediate between individuals with no common language, (f) By bringing the whole of their linguistic equipment into play, (g) Experiment by alternative form of expression in different language or dialects, (h) Exploiting para-linguistics (mime, gesture, facial expression, etc.). In this case, all of foreign languages in Indonesia have already contained elements of pruralingualism?

Table.2. The sustainability of prurilingualism abilities for foreign language in Indonesia

No.	Foreign Speakers	Prurilingualism Aspect							
		(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)
1.	Arabic	E	-	-	N	N	Y	Y	Y
2.	English	-	-	Y	F	F	N	Y	Y
3.	French	E	E	Y	E	E	N	Y	Y
4.	Mandarin	E	-	Y	N	N	Y	Y	Y

Based on this data the sustainability of prurilingualism abilities in Indonesia, which focused on the competence in foreign language, show that: *firstly*, only English speakers who cannot switch from one language to another foreign language, but for Arabic, French, and Mandarin have the same abilities to switch their foreign language in English, because usually they learn English for learn another language. *Secondly*, for the express oneself in one language and understand the other is only found in French speakers who majority to be able in English, but for another language rarely found. *Thirdly*, in special case Arabic not allowed to the number of language to make a sense of a text, because it have the own ways, likely for interpretation of the holy texts. *Fourthly*, for the recognize words from a common international store in a new guise, French and English fundamentally affiliated to construct their speakers, because both of them contribute to each other in their vocabulary. *Fifthly*, in mediate between individuals with no common language only applies to English and French, because for Arabic and Mandarin still need an intermediate between individual speakers. *Six*, Arabic and Mandarin totally focused in the whole of their linguistic equipment in their interaction, furthermore for English and French that not too much emphasis on linguistic equipment, because they relate each other. *Seven*, all foreign language have the same ways in their interaction, which is using alternative form of expression in different language or dialects. *Eighty*, exploiting para-linguistics (mime, gesture, facial expression, etc.) become important thing, which all foreign language use this common.

4 Conclusion

Indonesia is the country which has the fourth largest population in the world and occupies thousands of islands across the country. In this state, the influence of foreign language is developing rapidly likely: Arabic, English, French and Mandarin. Each of foreign languages have the supporting aspect in their development where they settled in each community and they compete to become international world language. Finally, prurilingualism abilities in foreign language constitute of the ways of life for Indonesian peoples to entering the global world.

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