Prurarilingualism And International Corporation For Enhancing The Image Of Private School In Banyumas Region

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Abstract. School is a special social space in preparing the futur generation, which not only forms cognitive, psycho-motor, and affective aspects, but also a forum for socio-cultural development. As a social instrument, the diversity of situations contributes to theirs images which is clearly reflected in the generally image of schools in Indonesia, and particularity in Banyumas region, including the demarcation of public and private schools. This dichotomy directly implies a different quality for the image of private schools which are often considered a marginal areas, even though both public and private schools have their own uniqueness in preparing their students. Recently, there has been a strategy through prurarilingual teaching programs to deal with the phenomenon of globalization. In reality, the implementation of this strategy is still far from perfect in preparing young Indonesians who are dynamic academically and professionally. This is because the prurarilingualism aspects have not been integrated that support the language competence of the learners. As a result, prurarilingual teaching as a strategy for enhancing the image of a private school serves only as a slogan, and not as a milestone. Therefore, through the application of a prurarilingualism program that focuses on developing: (1) paralinguistic behavior: (i) body language, (ii) using *anomatope*, and using (iii) prosody, and (2) *paratextual* behavior: (i) illustration and (ii) typography, is expected to be able to improve the image of private schools that make multilingual programs as an imaging strategy which is also supported by international corporation networks.

Keys word :   image, networks, private, prurarilingualism, and school

1. Introduction

In this decade prurarilingualism as a latest ways of life in the languages setting and it's became a fabulous strategy of educational industry. This refers to the school as a main educational and social environment where in this place can be a mesure of socio-cultural exchange and involves many languages as well as reflecting the diverse social backgrounds of theirs society. In this fact, the diversity of languages is not only a reality that often creates problems, but also becomes a famous strategy to enhance the image of school using the language diversity. As we known, the Indonesian Ministry of Education has passed in Undang-Undang No.20 Tahun 2003 Pasal 50 ayat 3 that related to the system of international school program (Rintisan Sekolah Bertaraf Internasional/RSBI)[1] which raises the language as the fundamental aspect to improve the quality of national education.

As a national policy, RSBI as a weapon to rise the capacity of our generation in the future to entering the global competition using the foreign language. This strategies also related to the image [2] of public and private school in Indonesian world-wide which they has various conditions and depend on behind theirs fondations. The school image closely the same perception and purpose that leads to improving the quality of public education. The formation of this image cannot be separated from the process of evaluating policies, improving management, accommodating community needs, and mutual relations with the surrounding environment. One's indicator of school image came from their positive assessment of theirs social environment and involving the cognitif, affective, and personal skill [2]. Therefore, it's can be a newest model in educational rising quality with make a language as an instrument for enhancing the image of school.

Based on language as a way of enhancing the image of school and the prurarilingualism as a latest global culture, the school in many countries responding this situation as modern strategy to rise theirs particular image as a good environment of theirs students. In addition, the schools are a major milestone in presenting the differences and they are the first agents in developing of intercultural understanding. Through this, many of private schools that generally have multicultural backgrounds support the prurarilingual competences in theirs teaching foreign language within: (1) paralinguistic behavior: (i) body language, (ii) using *anomatope*, and (iii) prosody, and (2) *paratextual* behavior: (i) illustration and (ii) typography as an strategic ways to increase theirs positive image.

Unfortunately, the prurarilingualism as a strategic ways to development the positive image of private school still running in conceptualization. This phenomenon occurs in many Indonesian regions, especially in rural areas such as in Banyumas region where living several culture. In this area, there are many private school has differences situations and provide opportunities to develop various languages whose supported by the vision of each school. They use of foreign language as an icon to entering the market competition without considering the aim of cross-cultural understanding in each teaching foreign languages as one's main aspects. Moreover, the teaching foreign languages is still limited by the lack of connectivity with the real world and the direct contact with the native speakers and also the minimum of internationale language cooperation. Therefore how increasing the prurarilingualism and international language corporation for enhancing the image of private school in Banyumas region?
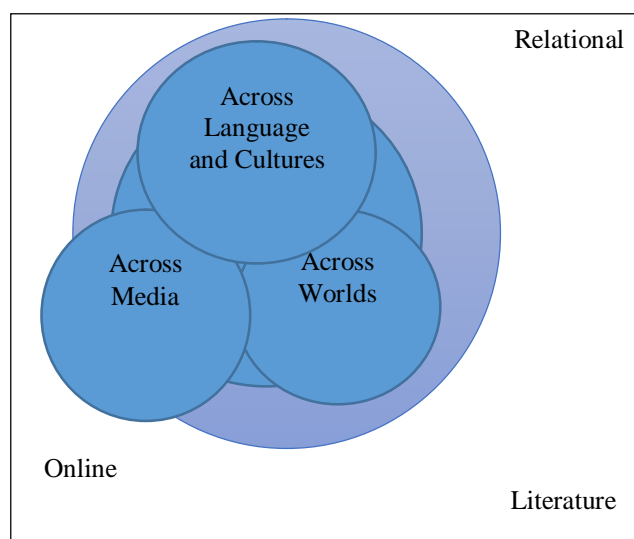
2. Theoritical Framework

In this age, 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*, prurarilingualism 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 [3] 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 prurarilingualism 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 prurarilingualism 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[4].
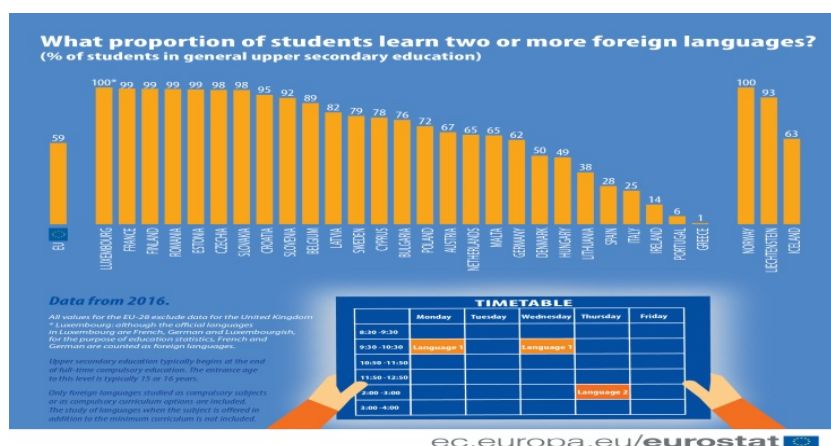
Bases on diversifying languages on European educational environmental, prurarilingualism are a global policy that is embedded strategically in the education system. This policy explained by the Council of Europe to updating and developing the CEFR [5] to develop a linguistic repertory, in which

all linguistic abilities have a place. Prurarilingual 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 [5].   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.).

Chart 1. Prurarilingual and Pruraricultural

Data 1. Language Learning in Primary and Secondary Schools of the EU

In order to prurarilingualism, 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 19986, 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[6]. Therefore, all of three languages set as educational languages in Europe.

Meanwhile, the teaching foreign language in Indonesia has been regulated in educational curriculum which English as an foreign language must be taught at all education levels. This designation is an implementation of UNESCO's advice in educational system which is one's official languages must be learned by Indonesian students. Another English, there are many official languages the United Nation implanted in national education look like :

2.1. 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[7]. 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[8]. 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.

2.2. 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 answer 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[9]. 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[10]. 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[11].

2.3. 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[13]. 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[12]. 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.

3. Method

Raised of the title "Prurarilingualism and International Corporation For Enhancing The Image Of Private School in Banyumas Region" focused on teaching foreign language in

multicultural country likely in Indonesia which contain of prurarilingualism across the (1) cross-cultural understanding, (2) paralinguistic skill, and (3) paratextual skill. 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[13]. In this ways, qualitative research considered the right method to obtain research data through the data collection and analysis by: (a) the data of foreign language and cultural existence based on foreign private educational in Indonesia, (b) the data of foreign language and cultural existence based on foreign public educational in Indonesia, and (3) the data from teaching foreign languages in Indonesia, especially in Banyumas region which contain prurarilingualism aspects.

4. Result And Discussion

Talk about language in this era relate to the condition of each language, 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. 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 language teachers contestation in each country.

Based on the data of foreign language existence by the number of foreign language and cultural existence on foreign private educational in Indonesia rise the domination of the United Nation (UN) official languages over the world. In Indonesia, there are several languages and cultural institutions initiated by each country to improve the quality and quantity of speakers.
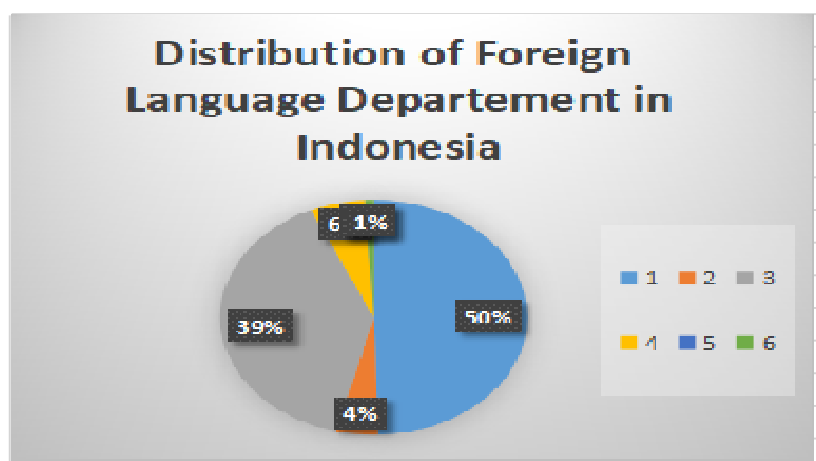
Figure 1. The Private Foreign Language dan Culture Institution in Indonesia

British Kingdom	France	Spain	France	China	Germany	Italy
1	5	1	4	5	2	1

Based on figure 1, *British Council* as a private institution from the United Kingdom, the *Alliance Française* and the *Institut Français* from France, the *Spanish Language Center* from Spain, and the *Confucius Institute* from the Republic of China. These five foreign institutions play a role in monitoring and controlling the distribution of their languages in Indonesia, including encourage the quality of foreign teaching and learning, where the goal is to increase the number and quality of speakers of those languages. In addition, there is an economic mission from the installations of these foreign institutions, in the form of academic commercialization based on language and culture. This is evidenced by the emergence of similar foreign institutions launched by other countries such as *Instituto Italiano di Cultura by* Italy and *Goethe Institut* as a Germany representation. Finally, the ultimate goal is increasing the number of visiteur and educational networks between Indonesia and each countries, which is the latest model of language and cultural capital implantation by foreign strategic industry in Indonesia toward language, culture and education.

Apart from implementing foreign language and cultural institutions in Indonesia, each country is competing to affiliated with higher education institutions to create the foreign language department in Indonesia. One of them is through the higher education level, which currently rise the distribution of foreign language study programs with: (1) English department is found in one hundred institutions (50%), (2) French department spread across ten universities (4%), (3) Arabic department in eighty eight institutions (39%) under the Ministry of Education and Culture and the Ministry of Religion, (4) Mandarin department across thirteen universities (6%), (5) and Russian department in two universities (1%). Meanwhile, (6) Spanish it's only one of the languages choice in various France department.

Diagram 1. Language Department in Indonesian Higher Education

According the foreign language and culture distribution based on foreign department in Indonesia, we can see the center of languages agents which they role: create, manage and control the quality of speakers including the teaching foreign languages throughout Indonesia.   For the exemple, the development foreign languages in rural area likely in Banyumas region by the teaching foreign language in private school depend on theirs teachers where this place considering a social hetero-environment. In this institution, the existence of teaching foreign language correlated closely with the school vision which is related usually with the vision of theirs support institution likely: Islamic school serve the teaching Arabic language as a foreign language subject, the Chinese school prefer the teaching Mandarin language, and christian school serve the teaching France language as an iconic languages. By local education office in Banyumas region there are several senior high school, particularity the private school using the foreign language as an icon major to win the positif image of theirs school as an Internationale level. This idea considering the way of showing theirs quality   to make a better generation toward the global industry. Based on this data, we can see the existence of teaching foreign language in Banyumas private school likely Table 1.
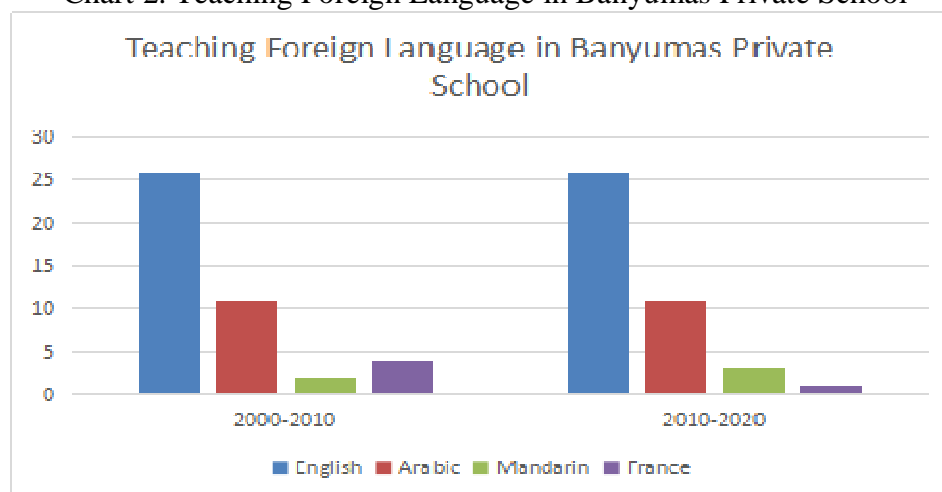
The chart 2 explain about teaching foreign language based on twenty-six   Banyumas Private Senior High School throughout the decade.   This institution record from 2000 until 2010 that English was the main teaching foreign language. This refers to Indonesia's linguistic policy which pointed English as compulsory subject in Indonesian eduational system. Then, there are four schools have French subject, and also there are two private school give the Mandarin language to theirs students. In out of English, Arabic occupies in eleven private schools. Meanwhile, in the period of 2010 to 2020, the existence of English still in the same number and also for Mandarin language increasing in four and Arabic still in elevens, but the difference condition for french language which only in one institution . Clearly,   Chart 2 explains that the existence of Arabic and Mandarin is maintained by their respective communities, where in the Banyumas region the strong Arabic and Chinese

communities support all the development of the both languages, while for teaching French language only depend on the teachers and schools policy which support or distinguish this language.

Tabel 1. Private Senior High School in Banyumas Region.

No.	SMA/MA	Teaching Foreign Language			
		English	**Arabic**	**Mandarin**	**France**
1.	MA AR-RIDLO PEKUNCEN	✓	✓		
2.	MA MAARIF NU 1 KEMRANJEN	✓	✓		
3.	MA Maarif NU Kebasen	✓	✓		
4.	MA Muhammadiyah Purwokerto	✓	✓		
5.	MA PPPI Miftahussalam Banyumas	✓	✓		
6.	MA. Miftahul Huda Rawalo	✓	✓		
7.	MA. Wathoniyah Islamiyah	✓	✓		
8.	SLB Bagian B Yakut Purwokerto (SMALB)	✓			
9.	SMA BUDI UTOMO SOKARAJA	✓			
10.	SMA DIPONEGORO 1 PURWOKERTO	✓			
11.	SMA Diponegoro 2 Sumpiuh	✓			
12.	SMA IT Al Irsyad Al Islamiyyah Purwokerto	✓	✓		✓
13.	SMA Jendral Soedirman Purwokerto	✓			✓
14.	SMA KARYA BAKTI JATLAWANG	✓			
15.	SMA Kristen Purwokerto	✓			✓
16.	SMA MAARIF NU 1 KARANGLEWAS	✓	✓		
17.	SMA MAARIF NU KEMRANJEN	✓	✓		
18.	SMA MUHAMMADIYAH SOKARAJA	✓	✓		
19.	SMA DIPONEGORO 1 PURWOKERTO	✓	✓		
20.	SMA PGRI GUMELAR	✓			
21.	SMA PGRI TAMBAK	✓			
22.	SMA Veteran Purwokerto	✓			
23.	SMA YOS SUDARSO SOKARAJA	✓			✓
24.	SMK Karya Teknologi Jatilawang	✓			
25.	Sekolah Tiga Bahasa Putra Harapan	✓		✓	
26.	SMA Bruderan	✓		✓	
Jumlah		**26**	**11**	**2**	**4**

Chart 2. Teaching Foreign Language in Banyumas Private School

Apart from the number of teaching foreign language based on the data in private Senior High School in one's particular region, this fact related to the quality of teaching foreign language method with contain of prurarilingualism concepts which is presented in the following tables:

Table 2. Prurarilingual Construction in Teaching Foreign Language in Indonesia

No.	Elemen	English	French	Mandarin	Arabic	Note
1.	Paralinguistik					
	(a) Body language	X	X	X	X	non-verbal
	(b) Anomatopoeia	X	X	X	X	looks like the sound it makes
	(c) Prosody	X	X	X	X	the patterns of rhythm and sound used in poetry
2.	Paratekstual					
	(a) Ilustration	X	X	X	X	Image
	(b) Typographie	X	X	X	X	Art of language

Based on the table, teaching foreign language in Indonesia has been embedded all aspects prurarilingualism including (a) body language, (b) anomatopoeia/looks like the sound it makes, (c) prosody or rhythm or intonation in oral language and paratextual with the form of (a) illustrations and (b) typography through existing foreign languages. All aspects have been integrated in the curriculum of foreign languages, including verbal, non-verbal, and cross-cultural competences. This means that foreign language teachers are required to be the model of each language which does not only about linguistic competence but is also related to the language knowledge and cross-cultural ability. Therefore, in the term prurarilingualism, teaching foreign language are expected to be able to promote the benefits of all foreign languages as a global communication, that is not only related to linguistic aspects but also with the concept of understanding other cultures. In this case, the vision of teaching foreign language not only depend on theirs market strategy, but also serve all of prurarilingual concept.

5. Conclusion

The prurarilingualism as a strategic ways to development the positive image of private school likely in Banyumas region where living several culture. In this area, there are many private school has differences situations and provide opportunities to develop various languages whose supported by the vision of each school. They use of foreign language as an icon to entering the market competition without considering the aim of cross-cultural understanding in each teaching foreign languages. According the data of educational local institution, there are twenty-six Banyumas Private Senior High School which serves of all official United Nation languages, but teaching French is a declining in this area. This situation must be improved by the teaching foreign orientation which is including not only the language knowledge but also with the prurarilingual competences by the cross-cultural understanding. And than, the foreign language teaching need to develop networking solidly with the foreign language and cultural institution to serve the reel world to theirs students for entering the global world.

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