

## THE DEVELOPMENT AND CHALLENGES OF INDONESIAN LANGUAGE AS AN ACADEMIC LANGUAGE

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### Abstract

This paper discusses two major issues, i.e. the development of Indonesian language or Bahasa Indonesia (BI) and the challenges faced by BI to be an academic language as a means for developing science and enhancing the intellectuality of Indonesian people. BI symbolizes the culture of nation which has an extraordinary historical development. BI had been used as a lingua franca known as the Malay language since the period of Srivijayan Empire. BI grew and developed as a language of struggle in the colonial period and used to unify the archipelago's diverse ethnic, cultural, and language groups into one nation. BI was then elevated to the status of official language based on the 1945 Constitution. Then, a number of agencies (e.g. the language center) were formed to deal with language planning with responsibilities for standardisation and modernisation of BI in order to satisfy all communication purposes including scientific communication of academic community. However, the effort to place BI as a modern and prestigious academic language is hindered by negative attitudes of Indonesian people and competition with foreign languages that have positioned BI to survive or to be ignored. Therefore, this situation requires a serious thought and an effective action to elevate the status of BI to be a reliable language for scientific and academic usage. This is possible to do when all level of educational institutions, as the agent of science and technology development, would like to change their perception that mastering a foreign language, especially English is the only way to get the access to the development of science and technology since all important resources of science are in English. It is essential to realize that reaching the progress in science and technology does not mean to globalize English in Indonesian country.

### A. Introduction

BI as for Indonesian people is considered as the reflection of the culture of nation which has an extraordinary historical development. First, BI had been used as a lingua franca since the classical era (pre-colonial period) which was widely known as the Malay language in the period of Srivijayan Empire. After that, BI grew and developed as a language of struggle in the colonial period. Finally, BI was used as a value to unify the archipelago with different cultures, ethnic groups as well as languages up to the present.

If we look back to the past, BI had undergone a very complex development process, starting from its status as one of the regional languages in the country which was influenced by Indian, Arabic and European civilization. Later, BI must also compete to survive among hundreds of regional languages with very strong roots in various parts of the archipelago. Luckily for BI, it was chosen by the founders of the Indonesian Republic to be a unifying language.

BI started being acknowledged as the language of unity throughout the country since "Youth Pledge" sworn on October 28, 1928. At the time, the young nationalists pledged to make Riau-Malay language as a national language and changed its name into BI. The youths realized that of the many languages of the archipelago, BI was considered to be able to unite Indonesian people that made up of hundreds of ethnic groups. Since then, BI has really become a unifying language of the nation that has united hundreds of ethnic groups from different languages and cultures. As the unifying language, BI is able to carry out the following functions:

1. Preventive function, BI as the prevention of the onset of regional sentiment and as a neutralizer of ethnical ego.
2. Accommodative function, BI as a means to unite the various ethnic groups from different language and cultural and backgrounds.
3. Adaptive function, BI can harmonize the ethnic groups' lives as a united nation without abandoning local identity and allegiance to the social values , languages and cultural background of the ethnic groups
4. Representative function, BI as a means to encourage the growth of the spirit of prioritizing national interest above the interests of the regions and ethnic groups.

The day after the proclamation of Indonesian independence precisely on August 18, 1945, BI was later confirmed as a national language in the adoption of the 1945 Constitution, in which one of the articles of the law namely article 36 says the national language is BI. In its status as the national language, BI has automatically become an official language to be used in all activities of the state and the society both oral and written such as official ceremonies, government meetings, writing official documents, laws, regulations, letters issued by the government or state agencies, and state of the union addresses.

Since then, BI continues to grow in line with the changing times, that the function and position of BI continues to grow as well. According to Halim (1976:83), in its status as the state language, BI has several functions: 1). As the official state language, 2) as the language of instruction in education, 3) the interface to the interests of national development planning and implementation of national and government interests, and 4) as a means of cultural development, science and technology.

From the above description, we can obviously see that the position of BI as the official language, specified in Chapter XV, article 36, of the 1945 constitution, provides an opportunity for BI to be accepted as the language of science in a pluralistic society. Therefore, it is necessary to state that this paper specifically addresses a narrower issue from the broad topic of 'scripts and civilization' as the theme of this conference. The writer feels that the opportunity to express his ideas about the function of BI in this forum is a privilege for him as a professor who deals with the field of language and literature at the university sphere. This paper is then focused on discussing the development and the challenges of BI as an academic language. To elaborate on the development of BI as an academic language, the three sub-titles are discussed i.e. Firstly, the history of the development and scripts of BI. Secondly, the position of BI as a language of science in the pluralistic community. Thirdly, Language planning in Indonesia to elevate the status of BI as an academic language nationally and Internationally. Meanwhile, to discuss the challenges faced by BI as an academic language, there are two subtitles discussed i.e. *Firstly*, the position of BI and foreign languages in the academic world. *Secondly*, the challenges in elevating the status of BI to be an academic language. The five sub-sections are respectively described in detail in the following discussion.

## **B. The history of the development and scripts of BI**

Indonesia is a country with cultural diversity reflected in hundreds of languages scattered among thousand of islands in the archipelago. According to the data from UNSECO (2003:12), there are approximately more than 700 languages used in Indonesia. BI is one of the languages currently recognized as the official language of Indonesia which has been used as a predominant lingua franca in the field of business, entertainment, politics, aducation as well as science for so many years. BI was originated from “Riau Malay” which was widely spoken by people in the Malaccan Empire, Northeast Sumatra since the 7th century. The fact was marked by the discovery of Sriwijayan Empire inscriptions (e.g. Kedukan Bukit in 683, Talang Tuo in 684, Kota Kapur in 686, Karang Brahi in 688). All these inscriptions were apparently written in Pallava script (a form of ancient script used in Tamil empires of ancient India) which was very far different from the form of current script used in the BI now.

Thus, from the perspective of grammatology, BI has undergone significant development from the pre-independence era to the era of independence nowadays. Harbert (1989:127) was the opinion that the international trade and religious connections brought three kinds of scripts into the history of the BI writing system i.e. scripts derived from the Indian scripts (pallava), Arabic scripts (Jawi) and Roman scripts (latin). All these scripts were adopted and adapted with local languages and cultures in all of the archipelago which had evolved into a distinctive scripts known as the Pallava, Kawi, Sunda, Bali, Lontarak, Jawi, Pegon, Serang as well as Wolio. The periods in the history of script development in the archipelago can be classified into four main periods i.e. (1) the classical age: Pallava script, Kawi script, etc. (2) the Middle Ages: Buda script, Old Sundanese script, etc. (3) the Colonial era: Batak script, Lampung script, Java script, Balinese script, Lontara script, etc. and (4) Modern times: Standarized Sundanese script, Latin script (Roman). The four periods are described in turn as follows.

### **1. Scripts of the classical age**

#### **a. The Pallava Script**

The **Pallava script** is generally recognized as a classic script which was developed by the Pallava dynasty in Southern India around the 6th century CE. This script is very important to the history of BI development since it is considered as the basis of several writing systems of the ancestor of traditional BI scripts in the archipelago. The discovey of inscriptions written in Pallava like the aforementioned inscriptions has been the evidence of the literacy enrichment due to the existence of this type of script in Indonesia. The following example is Tarumanegara inscription which written using Pallava script and was discovered in west Java around the fifth century.

Aksara Pallawa-Kawi					Aksara Hanacaraka					Aksara Devanāgarī				
Pallawa	Kawi Kuno	Kawi Kuno 2	Bali Kuno	Sunda Kuno	Kawi Kuno 3	Jawa Pulo	Jawa Madura	Bali Kuno	Lampung	Sumatera	Jawa Kuno	Devanāgarī		
𑀧𑀢𑀫𑀺𑀓𑀲𑀮𑀢𑀺𑀧𑀢𑀫𑀺	𑀧𑀢𑀫𑀺𑀓𑀲𑀮𑀢𑀺𑀧𑀢𑀫𑀺	𑀧𑀢𑀫𑀺𑀓𑀲𑀮𑀢𑀺𑀧𑀢𑀫𑀺	𑀧𑀢𑀫𑀺𑀓𑀲𑀮𑀢𑀺𑀧𑀢𑀫𑀺	𑀧𑀢𑀫𑀺𑀓𑀲𑀮𑀢𑀺𑀧𑀢𑀫𑀺	𑀧𑀢𑀫𑀺𑀓𑀲𑀮𑀢𑀺𑀧𑀢𑀫𑀺	𑀧𑀢𑀫𑀺𑀓𑀲𑀮𑀢𑀺𑀧𑀢𑀫𑀺	𑀧𑀢𑀫𑀺𑀓𑀲𑀮𑀢𑀺𑀧𑀢𑀫𑀺	𑀧𑀢𑀫𑀺𑀓𑀲𑀮𑀢𑀺𑀧𑀢𑀫𑀺	𑀧𑀢𑀫𑀺𑀓𑀲𑀮𑀢𑀺𑀧𑀢𑀫𑀺	𑀧𑀢𑀫𑀺𑀓𑀲𑀮𑀢𑀺𑀧𑀢𑀫𑀺	𑀧𑀢𑀫𑀺𑀓𑀲𑀮𑀢𑀺𑀧𑀢𑀫𑀺	𑀧𑀢𑀫𑀺𑀓𑀲𑀮𑀢𑀺𑀧𑀢𑀫𑀺		



The shift from the pallava script to the archipelago script the Pallava script on Yupa

(Source: <http://id.wikipedia.org>)

### b. The Kawi Script

Kawi is derived from Sanskrit “kavi” meaning "poet". The name is then given to the writing system of Java and used across the Malay Peninsula from around the 8th century to 1500 AD. According to scholars of Southeast Asian studies such as George Coedès and D. G. E. Hall, Kawi script came from the Pallava script which turned into the traditional scripts mainly used by Javanese and Balinese. The earliest identified texts written in Kawi came from the Singosari kingdom in eastern Java. On the other hand, the more recent scripts were found out come from the Majapahit kingdom, also in Java island, Bali, Borneo as well as Sumatra. Kawi scripts belong to abugidas as well, meaning that characters are read with an inherent vowel. Diacritics are used, either to suppress the vowel and represent a pure consonant, or to represent other vowels. The samples of Kawi scripts can be seen in the following figure.

#### Aksara Kawi (Jawa Kuno)

Aksara induk

𑀧	𑀢	𑀫	𑀺	𑀓	𑀲	𑀮	𑀢	𑀺	𑀧	𑀢	𑀫	𑀺
a	i	u	ka	ga	nga	ca	ja	ña	tha	dha	ta	da
𑀮	𑀢	𑀫	𑀺	𑀓	𑀲	𑀮	𑀢	𑀺	𑀧	𑀢	𑀫	𑀺
na	pa	ba	ma	ya	ra	la	wa	śa	ṣa	sa	ha	

Contoh pemakaian tanda diakritik

𑀧	𑀧𑀺	𑀧𑀺	𑀧𑀺	𑀧𑀺	𑀧𑀺	𑀧𑀺	𑀧𑀺	𑀧𑀺	𑀧𑀺	𑀧𑀺
ta	tā	ti	tu	te	to	tā	tai	tang	tah	t
𑀧	𑀧𑀺	𑀧𑀺								
śra	tra	sya								

Contoh pemakaian pasangan

𑀧	𑀧𑀺	𑀧𑀺
kta	mba	dhwa

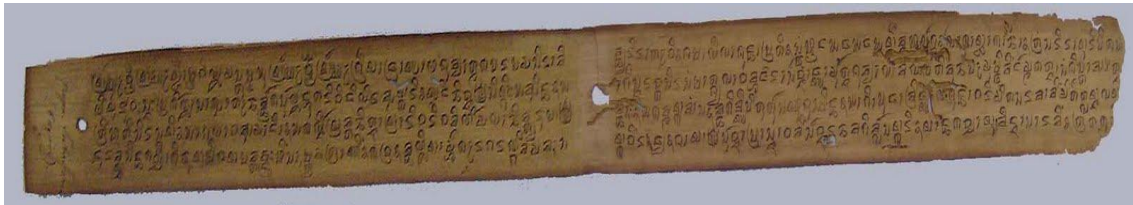
Kawi scripts

(Source: [www.blogpembahasan.blogspot.com](http://www.blogpembahasan.blogspot.com))

## 2. Scripts of the middle age

### a. The Buda scripts

Buda script is also as known mount script. This kind of script is a kind of archaic hanacaraka which was used in Java. This type of scripts called Buda scripts because they are derived from pre-Islamic period which refers to the time of Buda in Javanese language. The word 'Buda' is derived from the word 'Buddha'. Manuscripts which are written using the scripts of Buda were commonly found in mountainous areas. Therefore, this type of scripts is also referred to as "Mount script".



Old Javanese Poem of Sutasoma, originating from Central Java written by Buda script (Sumber: <http://bunga911.blogspot.com>)

From the description contained in this old poem of Sutasoma, the quotation “Unity in Diversity”, as the official national motto of Indonesia, was obtained which was fully written as *Bhinneka Tunggal Ika tan hana dharma mangrwa*. The transliteration of the poem of Sutasoma can be seen as follows:

#### Bhinneka Tunggal Ika

Kutipan ini berasal dari pupuh 139, bait 5. Lengkapnya ialah:

Jawa Kuna	Alih bahasa
<i>Rwāneka dhātu winuwus Buddha Wiswa,</i>	Konon Buddha dan Siwa merupakan dua zat yang berbeda.
<i>Bhinnēki rakwa ring apan kena parwanosen,</i>	Mereka memang berbeda, tetapi bagaimanakah bisa dikenali?
<i>Mangka ng Jinatwa kalawan Siwatatwa tunggal,</i>	Sebab kebenaran Jina (Buddha) dan Siwa adalah tunggal
<i>Bhinnēka tunggal ika tan hana dharma mangrwa.</i>	Terpecah belahlah itu,, tidak ada kebenaran yang mendua.



(Sumber: <http://bunga911.blogspot.com>)

### b. The Old Sundanese scripts

The Old Sundanese script is a script developed in the area of West Java between sixteenth and eighteen centuries which was initially used to write the Old Sundanese language. Old Sundanese script is the Pallava script's development modified to build its typical forms as commonly used to write Lontar manuscripts in the sixteenth century. The earliest use of Old Sundanese script was found in some inscriptions in Astanagede, Kawali Sub-district, Ciamis Regency, and Inscription of Kebantenan in Bekasi Regency. Old Sundanese script form can be seen in the following figure:

ᮊ ka	ᮓ qa	ᮔ ga	ᮕ nga	
ᮖ ca	ᮗ ja	ᮘ za	ᮙ nya	
ᮛ ta	ᮜ da	ᮝ na	ᮞ pa	
ᮟ fa	ᮠ va	ᮡ ba	ᮢ ma	
ᮥ ya	ᮦ ra	ᮧ la	ᮨ wa	
ᮩᮩ sa	ᮩ᮪ xa	ᮩ᮫ ha	ᮩᮬᮩ kha	ᮩᮬ᮪ sya

Old Sundanese script (Source: <http://3boysofsmandela.blogspot.com>)

### c. The Pegon scripts

Pegon is also known as the modified Jawi script using Arabic alphabets which is used to write both the Javanese and Sundanese languages. The Pegon script was used as an alternative script to the Latin script or the pre-colonial and the old Sundanese scripts. This script was particularly used for Islamic writing (Quranic writing system) and poetry around the fifteenth century. Historically, the word Pegon was derived from a Javanese word *pégo* meaning "deviate", because the Javanese language which was written with Arabic script considered as something unconventional by Javanese people. It is different from Jawi scripts which are always written without vocal signs (Gundhul), Pegon script is almost always written with vocal signs due to the variations of *aksara swara* (vowel symbols) that are present in Javanese language. In order to avoid phonetic confusion, the vocal signs need to be written in Pegon. This has resulted Pegon to possess sounds symbols which are not available in standard Arabic. The following scripts are the examples of Pegon scripts. Letters not present in the Arabic alphabet are marked with a yellow circle.

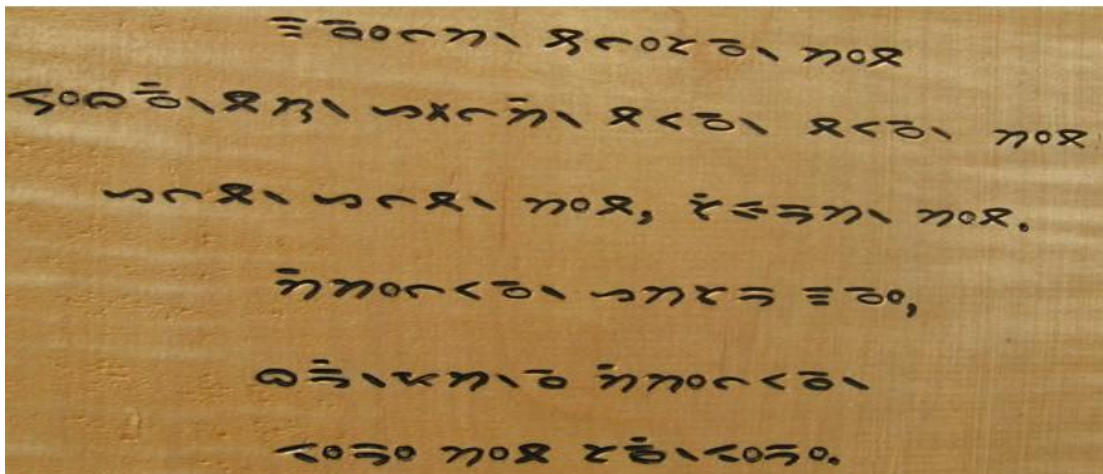
ج jim	ث tha	ت ta	ب ba	أ alif
ڃ ᮊ	د dal	خ kha	چ cha	ح ha
ش shin	س sin	ز zai	ر ra	ذ dzal
ظ dzo	ڙ ᮛ	ط tho	ض dhad	ص shad
ڦ pa	ف fa	ڱ nga	غ ghain	ع ain
م mim	ل lam	ڰ ga	ك kaf	ق qaf
ي ya	ه ha	و wau	ڻ nya	ن nun

The Pegon scripts (Source: <http://en.wikipedia.org>)

### 3. Scripts of the colonial era.

#### a. The Batak script

The Batak script was also recognized as surat Batak. This kind of script was used to write Batak languages spoken by most people in the north of Sumatra such as Karo Batak, Dairi Batak, Simalungun Batak, and Mandaling Batak. Kawi and Pallava scripts were the origin of the script. Nevertheless, it was notably more influenced by Pallava. Historically, the Batak script was only used by the priests to write magical texts, calendars, After the arrival of Dutch in Batak lands around 1878, the Batak script began to be taught in the schools alongside the Roman script. This script was then used to print religious materials as well. According to Kozok (2009), after the First World War missionaries in Batak lands made a decision to stop using the Batak script for books publishing. Consequently, the script was used mainly for decoration purposes. Here is the sample text in Batak derived from <http://www.omniglot.com>



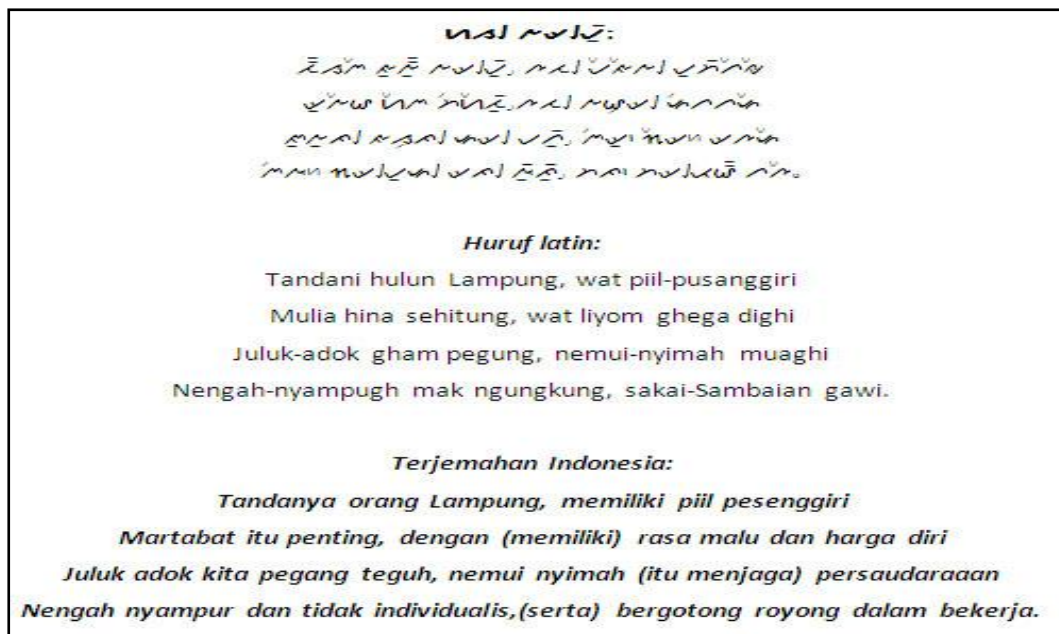
The Batak scripts

#### Translation

These are our words, shaped  
By our hands, our tools,  
Our history. Lose them  
And we lose ourselves.  
(Source: <http://www.omniglot.com>)

#### b. The Lampung Script

Had Lampung is another name of The Lampung script. The script of Lampung uses abuginda writing system used to write Lampung language mostly spoken by people at the southern tip of Sumatra. Had Lampung has 19 consonants and 1 vowel (20 induk surat), 13 diacritics, symbols, numbers and punctuations. Its writing system was much affected by two major traditional scripts namely Pallava and Arabic scripts. This script shares similarities with the Rejang alphabet, Rencong alphabet, Sundanese alphabet, and the Kawi script from Java. Here are the samples of the texts written in Lampung script derived from <http://en.wikipedia.org>



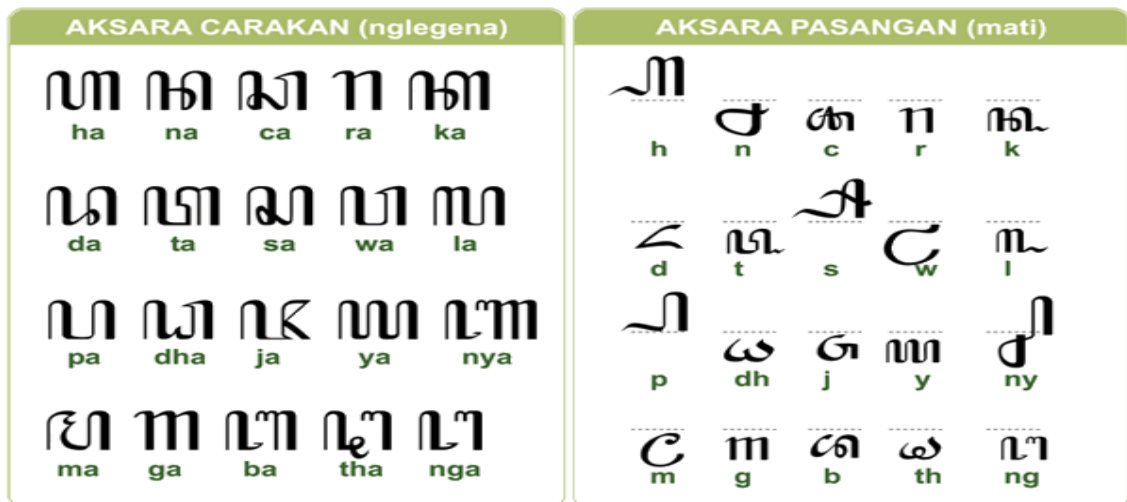
Texts written in The Lampung scripts (Source: <http://en.wikipedia.org>)

### c. The Javanese Script

The Javanese script, also recognized as Hanacaraka, belongs to an abuginda mostly used by the Javanese people to write some traditional language such as the Javanese, Sundanese, and Sasak languages. The cript originated from the Brahmi script which shared similirity with Balinese script. Historically, the javanese script was mainly used in court scribes centered in Surakarta and Yogyakarta and was used to some manuscripts of traditional subjects such as historical accounts called *babad*, stories called *serat*, ancient verses called *kakawin*, as well as divination guides called *primbon*.

A number of efforts were made to standardize the Javenese script in colonoal period i.e. the Dutch produced the first Javanese metal type font in 1830s, an academic workshop was carried out in 1926 in Sriwedari Surakarta and resulted in the issue of *Wewaton Sriwedari* or the Sriwedari Resolve which was then recognized as the first standard for Javanese spelling and orthography. After that, a number of guidelines on Javanese orthography were published. However, further development of the Javanese script had to be halted due to the Japanese occupation of Indonesia in which the Japenese prohibited using the script. Since then, the use of the script began declining. Consequently, everyday use of the Javanese script has been largely replaced by the Roman alphabet today. As a preservation effort of the Javanese script, the Indonesian government stipulates that all students of elementary and junior-high schools in Javanese speaking areas must learn the script as a compulsory subject.





The samples of the Javanese scripts (Source: <http://www.senijawakuno.blogspot.com>)

#### d. The Balinese Script

The Balinese script is a traditional script of Balinese (hanacaraka) which is known as an abugida used to write some traditional languages of Bali island, Indonesia such as Balinese language, Old Javanese, and with some modifications also used to write the Sasak language of Lombok. The script is a descendant of the Brahmi script with the Pallava and Old Kawi writing systems which share similarities with the Javanese script.

There are 47 letters in the Balinese script, 14 scripts represent vowel letters and 33 consonant letters. This script used to write something that had prevalence to traditional ceremonies in Bali island. Besides, the use of this script strongly had something to do with Hindu religion. Today, the Balinese script is still used in Bali island to copy Lontar (palm leaf containing religious texts) and to write religious works. However, few people are familiar with it because most of Balinese people prefer to write Balinese language in Latin version instead. Balinese language is also learnt in primary schools, but Balinese students are generally taught to read and write it in the Latin alphabet. The following example shows how Balinese language written in the Balinese scripts (<http://www.omniglot.com>)

ຍາສາມຍິຍາສາມາສາສາບໍຍິຍາສາມາສາສາບໍຍິຍາສາມາສາສາບໍຍິຍາສາມາສາສາ  
 ສາສາມາສາສາບໍຍິຍາສາມາສາສາບໍຍິຍາສາມາສາສາບໍຍິຍາສາມາສາສາບໍຍິຍາສາມາສາສາ  
 ບາສາມາສາສາບໍຍິຍາສາມາສາສາບໍຍິຍາສາມາສາສາບໍຍິຍາສາມາສາສາ

#### Transliteration

Makasami manusane kaembasin mahardika lan pateh. sajeroning kahanan lan kuasa.  
 ipun kanugrahin wiweka lan budi. pantaraning manusa mangdane paras-paros  
 masemetonan.

*(Article 1 of the Universal Declaration of Human Rights)*

### Translation

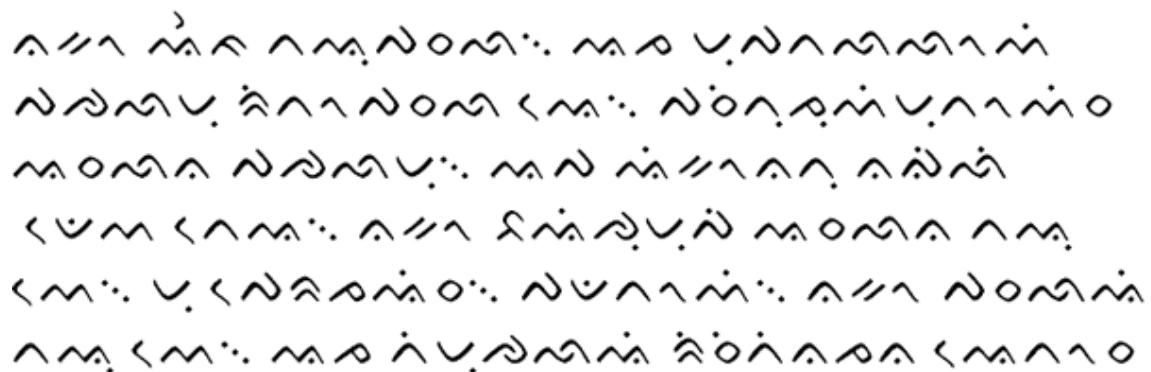
All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

*(Article 1 of the Universal Declaration of Human Rights)*

(Source: <http://www.omniglot.com>)

### e. The Lontara Script

The word Lontara or lontaraq was derived from the Malay word ‘lontar’ which refers to a type of tree that provides the leaves used to write manuscripts. The term is then used for a name of traditional script called the lontara script or the Buginese script. This script was also from Brahmi script which was traditionally used to write several traditional languages in Sulawesi such as Buginese, Makassarese, and Mandarese. The script was commonly used to record knowledge on such topics as history, science, custom, and laws. As for Buginese people, the lontara is nemed urupu sulapa eppa that means “four cornered letters”. Four corners illustrate the belief of Buginese people in the four elements that form the universe i.e. water, air, fire, and earth. During the Dutch colonization period, the use of the lontara script was largely supplanted by the Roman alphabets. Consequently, the lontara script is increasingly endangered as a living script, because the speakers of the Buginese language are getting more and more accustomed to writing Buginese Language mostly in the Latin alphabet nowadays. Here is a text sample of Buginese language written in the Lontara script derived from <http://www.omniglot.com>



### Transliteration

nako əŋka taupasala. aja mupatalalowi pacalamu ritopasalae. pasitujuwimutowisa asalana pacalamu. apa ikonatu nagili dewatea. nako baicumupi asalana tauwe. muperajaisa. padatowi. nako pasalai tauwe. aja timucalai risitinajanaetosa asalana.

### Translation

If you deal with a person guilty of something, do not punish him too harshly. Always make the punishment commensurable with the guilt, since God will be angry with you if the person's guilt is not great and you are exaggerating it. Equally, if a person is guilty, do not let him go without a punishment in accordance with his guilt.

#### 4. The scripts of modern time

##### a. Standardized Sundanese script

The standardized Sundanese script is a writing system refined from the old Sundanese script used to write the contemporary Sundanese. Today, the standardized Sundanese script is commonly known as Sundanese script. As the matter of fact, most Sundanese people had been familiar to scripts to write their languages since the fourth century. However, at the beginning of the colonial era, Sundanese people were forced by the authorities to abandon the use of the Old Sundanese script as one of their cultural identities. Since the situation took place to the independence era that the use of Old Sundanese script began declining and the fact had endanger the existence of this script among the Sundanese people.

As an effort to preserve the Sundanese script, the standardized Sundanese script currently starts to be introduced and socialized to the public e.g by carrying out regional cultural events in Bandung, using the standardized Sundanese script in writing the signboards of Sri Baduga Museum, Campus of Sunda Atikan Foundation, the Regional Tourism Office. As stated earlier, the standardized Sundanese script is the result of Old Sundanese script standardization used to write the contemporary Sundanese. The refinement was carried out through the following guidelines.

- a. The script form referred to the Old Sundanese script to maintain its authenticity
- b. The script form should be simple and easy to write
- c. The writing system should be word for word separation
- d. The spelling referred to the latest Sundanese language and easy to read

The refinement had resulted three outputs namely letters addition (e.g. letters va and fa), letters omission (e.g. letters re and le were omitted), letters modification (e.g. letters na and ma)

ᮊ = ka	ᮃ = ga	ᮄ = nga	ᮁ = 1	ᮂ = 2
ᮕ = ca	ᮆ = ja	ᮇ = nya	ᮃ = 3	ᮄ = 4
ᮈ = ta	ᮉ = da	ᮊ = na	ᮅ = 5	ᮆ = 6
ᮋ = pa	ᮌ = ba	ᮍ = ma	ᮇ = 7	ᮈ = 8
ᮎ = ya	ᮏ = ra	ᮐ = ia	ᮉ = 9	ᮑ = 0
ᮒ = wa	ᮓ = sa	ᮔ = ha		

Letters and numbers of the standardized Sundanese script (Source: <http://www.hiramaru-kingdom.blogspot.com>)

##### e. The Latin script (Roman).

Latin script is also known as Roman script used to write most Western and Central European languages, as well as many languages from other parts of the world. According to Kees (1995), the Latin script was firstly used by the Romans to write the Latin language. Around 114 AD, the Romans established new letters contained 23

letters. The letters are now recognized as the capital characters without the letters J, U, and W. the 23 Roman characters were then developed into a full Latin letters contained 26 letters with uppercase and lowercase letters as they are used today. The characters in latin script can be illustrated in the following figure.

Majuscule Forms (also called <b>uppercase</b> or <b>capital letters</b> )																									
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Minuscule Forms (also called <b>lowercase</b> or <b>small letters</b> )																									
a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z

(Source: <http://en.wikipedia.org>)

Historically, the latin script was firstly brough by the Europeans to the archipelago. The first European country arrived in Indonesia was the Portuguese in the early sixteenth century followed by the Dutch in the late sixteenth century. Both countries came in search of the Spice Islands of Maluku. As the portugese powers colonized maluku, Antonio Galvao established the first school around 1536 located in Ambon. From the school, the latin script was officially introduced for the first time in Indonesia(Ruray: 2010). The use of the Latin script was more intensive after the arrival of the Dutch and began controlling over Indonesia. Since the Dutch was written in the Latin script, scripts shift occurred from pallava and Arabic scripts to latin script at the time. Under the Dutch colonial administration, The roman script was widely used more and more in the archipelago and made most people familiar with it.

In 1918, the Dutch formed a people’s council called Volksraad and in its first meeting on May 21, 1918, Achmad Djajadiningrat proposed in order to make the Malay language as the official language of instruction in the sessions of the People’s Council alongside with the Dutch language. Then, in the First Youth Congress (Eerste Indonesisch Jeugdcongres), 1926, Muhammad Yamin made a speech in Dutch and conveyed his ideas about the Malay language. However, the first youth congress had not resulted in any important political decisions yet, but the fundamental ideas about homeland, nation, and language of unity had begun to appear. Therefore, in the second Youth Congress, precisely on October 28, 1928 in Jakarta, an essential political decision was stipulated. The decision proclaimed three ideals i.e. one motherland, one nation and one language. From ‘one language’ perspective, the youth pledge had resulted in two things i.e. 1). putting the Malay language not in the context of ethnicity anymore, but as the language of unity and the national language for all ethnic groups in the archipalago, 2). Changing the name of Malay into BI.

In essence, BI, as we can see now, was formed by a series of historical events. The historical events occured behind this language and its latin script can be illustrated as follow:

- a. During the time Indonesia was a Dutch colony, BI was mostly written in the Dutch variant of the Latin script called ‘The Van Ophuijsen Spelling System’ which was made in 1908 e.g. the digraph *dj* was used to write [dʒ], for example *djari*. The Van Ophuijsen Spelling System was shaped based on Dutch

orthography to make pronunciation of Malay and BI words more understandable to Dutch colonial authorities (<http://en.wikipedia.org>).

- b. BI started being acknowledged as the language of unity and the national language instead of Malay through the Youth's Oath event in 1928. The BI was standardized in the 1930s.
- c. BI was then elevated to the status of official language one day after the Indonesian Declaration of Independence in 1945. Drawing inspiration from the Youth's Oath event, the 1945 constitution was officially enacted on 18 August 1945 in which one of the articles within the constitution, especially article 36 stipulates that the national language shall be BI. However, The Van Ophuijsen Spellings system was still widely used at the time.
- d. In 1947, the Van Ophuijsen Spelling System was replaced by the Republican Spelling System. Republican Spelling System or Ejaan Republik, was the orthography used to write BI from March 17, 1947. This spelling was also called Soewandi Spelling or ejaan Soewandi, the name of the Indonesian Minister of Education at the time. For example: vowel [u], which in Van Ophuijsen Spelling System was written as *oe*, became *u*, *goeroe* became *guru* (<http://en.wikipedia.org>).
- e. Soewandi Spelling was used from 1947 to 1972. It was then replaced by Perfected Spelling System or Ejaan yang Disempurnakan (EYD) when Mansuri Saleh was the Minister of Education and Culture. The spelling system was legalized on May 23, 1972 by Mansuri. This event was marked by changing the road sign at the front of his office from *Djl Tjilatjap* to *Jl. Cilacap* (<http://en.wikipedia.org>).

Since then, the use of standard BI always refers to the use of EYD (perfected spelling system). As long as the language is utilized in the mass media, government business, education, workplaces, as well as in many other formal functions, the use of EYD is really recommended. The following scripts can illustrate the types of EYD used in BI Language.

A	a	B	b	C	c	D	d	E	e	F	f	G	g	H	h	I	i	J	j	K	k	L	l	M	m
	a	be	ce	de	e	ef	ge	ha	i	je	ka	el	em												
N	n	O	o	P	p	Q	q	R	r	S	s	T	t	U	u	V	v	W	w	X	x	Y	y	Z	z
	en	o	pe	ki	er	es	te	u	fe	we	eks	ye	zet												

### C. The Position of BI as an Academic Language in its Diverse Communities

Indonesian society is known as a heterogeneous society and consists of various ethnic groups, cultures and different languages. This situation greatly affects language speakers in the country. Some regions have monolingual speakers and some have bilingual or multilingual speakers. The communities of monolingual speakers usually live in rural or remote areas with less or without a formal education. Therefore, they can only speak one language that is their regional language. Meanwhile, the communities of bilingual speakers normally live in large cities. They interact with a variety of people from different cultural backgrounds and different languages. The impact of the interaction among the different ethnic groups makes them able to speak more than one languages, particularly when they already achieve formal education intensively. At

school, they speak BI, and in the community, they speak either their own local language or the local languages of the region where they live in.

In such situations, the contact among speakers occurs in two forms: the first, contact between the local language and the local language and contacts between BI and local languages. The language contact can determine whether someone is going to be monolingual or bilingual. According to Kurniawan (2008: 3), when BI contacts with a local language, BI potentially influences the local language.

This is proven by the increasing number of BI speakers in all regions. In fact, there is a presumption that some local languages will become extinct because the young generations no longer speak the local languages. According to the writer's analysis, there are at least two factors cause BI dominance in this pluralistic society i.e. the first: the rapid flow of information, such as national TV stations, giving a very large contribution to the growing number of BI speakers in the community. Viewers tend to be affected by a variety of BI which is often seen on the TV programs and use the variety in their daily lives. Secondly, the position of BI as the official language, as specified in Chapter XV, article 36, of the 1945 constitution, is also very influential to the dissemination of BI in the archipelago. For example, when BI serves as the official language in schools, it provides an opportunity for BI to be accepted as the language of science.

With regard to the status of BI as the language of science, BI is used as the language of instruction in education by taking into account the type of speakers (monolingual or bilingual) in a certain community. If the people are monolingual, the local language is used as a language of instruction in schools from the first year to the third year. But after the third year at school (the students are sitting in the third grade of primary school), then the language of instruction has to be BI. For example, in some regions of the interior of Papua, due to the strong use of native language in the interior of Papua, that BI faces a little difficulty to be used as a language of instruction at schools. To overcome this challenge, according to Elias Wonda (Head of Education and Culture board of Papua Province) some schools in the interior of Papua are allowed to use local language as the language of instruction in elementary school for grades 1-3. However, for those who are in grades 4, 5, and 6 may not use local languages any more, but BI instead. The policy taken by the provincial government of Papua is in accordance with the Government Regulation No. 5 Year 2003, on the preservation of native Language, Literature and Literacy, which enables the Board of Education and Culture facilitate the use of the language of instruction in teaching and learning in the beginning classes (1-3) of primary schools and kindergartens. Thus, in some regions e.g. rural areas or villages in remote areas, BI is generally used as a second language in schools and the first language is the language of the region (the local language).

Otherwise, for bilingual speakers who generally live in cities, BI serve as the first language and used as:

1. A language of instruction for all levels of education, both formal and informal, ranging from the lowest level of education from kindergarten (TK) to the highest level of education (college) in all regions of Indonesia.
2. A language of support for the development of science and technology for the sake of national development. Thereto, the scientific works of students in secondary schools such as papers and the scientific works of students in college such as thesis, dissertation, as well as research reports must be written in BI.
3. A language of writing and translation for the text books used as teaching materials in all educational institutions.

4. A language to convey and to explain science to all level of educations and to the whole of society.

Furthermore, the people of urban communities generally use local languages as a second language for two reasons i.e. to indicate their ethnic identity and to strengthen social relationships within a certain ethnic group.

#### **D. Language Planning for the Development of BI Status**

BI, as for the people of Indonesia, is an asset to unify multilingual and multicultural ethnic groups in the archipelago. Hence, BI needs to be maintained in order to keep it exist due to the insistence of foreign languages nowadays. BI maintenance effort can be done through a language planning. According Chaer (2010: 183), the term of language planning was firstly used by Haugen in 1959 in her article when she was carrying out language planning toward the Norwegian language. Haugen argues that language planning is all efforts conducted by certain institutions to preserve or to develop language through regulation, and standardization over a certain language. Thus, language planning efforts should be able to lead a language to a progress as desired by constructing normative orthography, grammar and dictionary that can be used as guides for writers and speakers in a non-homogeneous speech community. Through language planning language, there are at least two important things to gain, namely: 1). A certain language will be improved and more modern in the future, 2). Language conflict (potentially turns into a cultural conflict and physical conflict) that would destabilize the national security of a country can be eliminated.

In Indonesia, language planning has actually been done since Van Ophuijsen compiled Malay spelling system in the Dutch colonial era in 1901. Followed by the establishment of Commisie voor de Volkslectuur in 1908 in which the name was changed to Bureau for popular literature (Balai Pustaka) in 1917. Later, followed by the oath of youth in 1928 and the first Indonesian Language Congress in Surakarta in 1938. After the proclamation of independence of Indonesia, the government formed the Indonesian Working Committee which was given several tasks i.e. to develop terminology, to prepare official BI grammar, and General dictionary of BI for the purposes of teaching BI in schools. In 1948, Bureau for Indoneisn language (Balai bahasa) was formed. The agency was in charge of observing, studying and researching the use of BI and all languages in the archipelago both spoken and written, from the past to the present. Then, on April 1, 1975, The National Centre for Language Development (Pusat pembinaan dan pengembangan bahasa) was established. This institution was responsible for conducting language planning in Indonesia. Then, in 2000, the name of Center for Language Development was turned into Language Center (Pusat Bahasa) and given responsibilities for designing and regulating the growth of the BI through researches and language developmen efforts.

Language center as an institution under the Ministry of Education and Culture has carried out language planning for BI as the national language and as an international language. Language Planning for BI as the national language is conducted to achieve at least four main objectives, namely:

1. To develop BI through the efforts of developing terminology, compiling standard spelling system, as well as preparing an official BI dictionary. Language center has published The Great Dictionary of the Indonesian Language (Kamus Besar Bahasa Indonesia) third edition in 2005 containing 78,000 entries as the revised version of the second edition published in 1991 which only contains 72,000 entries. Furthermore, the fourth edition was released

in 2008, which contains 90,000 entries. The fifth edition was released in 2013 with the addition of approximately 2,000 words (wikipedia.org).

2. To optimize the use of information technology for the socialization of BI. Since 2008, the language center has also released The Great Dictionary of the Indonesian Language (KBII) in online version (version 1.2) from the third edition dictionary and the latest online version (version 1.3) of the dictionary was released in April 2014.
3. To conduct the efforts for BI development in education sector, with the following tasks' description.
  - a. Planning and developing curriculum and syllabus.
  - b. Planning and developing textbooks, teacher handbooks, audiovisual teaching aids, and so on.
  - c. Coordinating the implementation and supervision.
  - d. Improving knowledge and skills of teachers in materials design and methods and techniques of teaching.
  - e. Evaluating the planning and the implementation.
  - f. Planning the development of language testing center.
  - g. Conducting ongoing research of BI in order to improve the outcomes and the quality of teaching and learning.
  - h. Undertaking professional and periodicals publications in relation to the areas above. (Purnawati 2007: 5)
4. Directing the use of proper BI for state officials and social groups in the society. The government has stipulated a Presidential Regulation No. 16 Year 2010 on the use of BI in the official speech of President and / or Vice President as well as other state officials. In addition, Law No. 24 Year 2009, especially article 36 and 38, also stipulates the obligation to use BI for names of mass media and public service. Fostering cooperation with the Press Council and the Indonesian Broadcasting Commission (KPI) to promote the importance of using proper BI to the national mass media and broadcasters.

In addition, the language planning for BI as an international language starts being initiated after the enactment of the Law of the Republic of Indonesia Number 24 Year 2009 on the flag, language, and the State Emblem, and Anthem. The improvement of BI function becomes an international language contained in Chapter III on the State Language and Part Four on Function improvement of BI to be an International Language in article 44, which states that:

1. Indonesian Government increases the function of BI to be an international language, gradually, systematically, and sustainably.
2. The enhancement of BI functions to be an international language referred to paragraph (1) coordinated by the language agencies.
3. Further provisions on the enhancement of BI function to be an International language as indicated in paragraph (1) must be stipulated in the Government Regulation.

The existence of the law has provided a formal juridical basis that gives a wide opportunity to develop the function of BI to be an international language. According to Richards (1987: 146), an international language is a language that is spread and used as a foreign language or second language in international communication. In addition, Pei (1966: 128, 131) has argued that the international language is a general term used for all languages that are created or proposed to be adopted for the purpose of international communication, e.g. English.



Some language planning efforts have been undertaken by the language center to improve the function of BI as an international language among other things:

1. Teaching BI overseas. Through education, BI has been introduced and taught in 45 countries around the world such as America, Australia, Japan, China, South Korea and others. In Australia, for example, BI becomes the fourth popular language and there are about 500 schools teach BI (Kompas.com). Teaching Program of BI overseas called BIPA (BI for Foreign Speakers).
2. Applying The Test of BI Proficiency (UKBI) for foreign speakers who have taken the program BIPA. The UKBI is legalized by the Ministry of Education for dissemination nationwide through the Decision of the Ministry of national Education, Number 152/U/2003. The UKBI is generally used to select candidates for foreign workers who will work in Indonesia. As for students or foreign students who are already proficient in BI and intend to pursue formal education in Indonesia can take a competency test at least after one semester studying BIPA and the evaluation is called BIPA competency test (UKBIPA).
3. Establishing overseas relationships to internationalize the cultures and the language of Indonesian in ASEAN and the international level by forming a culture center called the House of Culture of Indonesia (RBI) in 10 countries including USA, Germany, Netherlands, France, Australia, Turkey, Japan, Singapore, Myanmar, and Timor-Leste (okezone.com: 2014).

#### **E. The Position and the Challenges of BI as an Academic Language**

It is inevitable that language can be one of the determinants of a nation's progress because language is a means to broaden the insight of the nation's people into the development of science and technology. According Moeliono (1989), quoted from Suwardjono (2008: 3), language is one thing that is very important to modernize the nation and society. Moeliono exemplified Japan as a country which has succeeded in developing science and technology through the Japanese language modernization efforts initiated since the Meiji restoration. Japanese progress in science can be achieved because the source of knowledge that comes from the west can be accurately translated into Japanese that Japanese people's insight can be broadened through comprehensive and massive translation efforts which in turn generates intelligent and competitive human resources with the identity of their own language.

Basically, the efforts to modernize BI and to make it as the language of science have been carried out since the establishment of the National Center for Language Development in 1975 which is now known as the Language Center. Then, the agency published the Great Dictionary of BI (KBBI) the first edition and the official BI Grammar in 1988. Despite the publication of these two books was not so perfect that it should be revised up several times, however, these publications have hinted at the effort to modernize BI by standardizing its spelling and grammar. According Suwardjono (2008: 3) this standardization has been the prerequisite for making BI as a language of science and the publication of these books is essentially a means to achieve the status of BI as a language of science. In addition, the use of BI as the language of instruction and compulsory subjects (based on the Law No. 20 year 2003 on the national education system) ranging from elementary school to college has made BI as a means of scientific communication, reasoning and critical thinking means for Indonesian students that BI is totally acceptable as the language of science in the academic world and makes its speakers as an academic community which is different from the other communities.

BI used as an academic language is BI which is characterized: Scholarly, Straightforward, Logic, efficient in words use, and standardized language. The standard language is used in the academic environment for the following purposes:

- a. Official written communications, such as correspondence and announcements issued by the organization on campus,
- b. Academic writings, for example, official reports and scientific papers such as theses, theses, and dissertations.
- c. Academic talks, such as lecturings, scientific speeches, presentations, and discussions in the scientific seminar.
- d. Conversations with people who are respected, older and higher social status, such as professors, deans, and rectors.

Although BI has officially become the language used in academic environments, it must be recognized that the BI is not the standard one. It is a variety of BI, which is generally influenced by foreign languages, especially English. The success of making standard BI as the language of science in the academic environment is largely determined by the responses of the academic society itself (scientists and academicians). Several factors have been the challenges in applying the standard BI in an academic environment i.e.

1. The reality shows that most academicians (professors or students) assume that it is not so necessary to use the standard BI in an academic environment. This attitude certainly will eliminate their interest to use and to develop the standard BI as the language of science in the academic environment. According to research conducted by Suprihatini (2013) on the use of standard BI on campus, it is found out that the use of the standard BI is still very low. The students tend to use non-standard BI and regional languages. Most of the students do not speak the standard language for several reasons such as it is difficult, strange, unfamiliar, awkward, and so forth. The students tend to use simple, short, and sketchy sentences without using many conjunctions, and use common words for everyday communications. For example: Bilang (Berkata) = Say, Bikin (Membuat) = Make, Cuma (Hanya) = Just, Kasi (Memberi) = Give, Buat (Bagi) = For, Ketimbang (Daripada) = Instead. The kind of words is often used by most students, since it is considered easy and modern.
2. Some people think that the standard BI with its perfected spelling system (EYD) is the government made-language aimed at homogenizing the use of BI by all people of Indonesia from Sabang to Merouke. In addition, some people feel pessimistic about the success of the effort. They are of the opinion that it is difficult to standardize BI within a pluralistic society with different background regions, languages, and cultures. The people's mother tongues will always interfere the way they speak when speaking BI. Strangely, the government officials themselves have not been able to provide a good example of using standard BI in their daily lives. For example, some of them said: *Mensukseskan* pemilu 2014 (It should have: *Menyukseskan* pemilu 2014), *Dewan penasehat* partai (Dewan *penasihat* partai), *Menterapkan* UU pemilu (*Menerapkan* UU pemilu).
3. Lack of understanding of the academic community about the idea of the standard and proper language. Based on the research report conducted by Suprihatini (2013), it is found out that about 36% (the highest percentage), respondents (students) do not know the meaning of the standard language. It seems that the slogan "Speak BI properly", is easy to say, but difficult to do

because the meaning of proper BI is inexplicable for most people of Indonesia including the people in academic environment, for example, the university students. The slogan tends to be regarded as a theoretical and an intangible statement.

4. Competition between BI and foreign languages in the academic environment. Currently, some academicians are keen on learning foreign languages, especially English for their education purpose. In addition, some go to study abroad such as in USA, Australia, UK etc. Consequently, loan words from English are more and more replacing BI vocabulary in scientific communication. They feel more comfortable using the English terms for scientific communication and never think about the development of BI. In the period before independence of Indonesia, the Dutch language mostly enriched the vocabulary of BI and the local languages. After independence, English replaced the Dutch affecting the development of the use of BI. According to data from the Language Center (1996), the number of loan words from English was approximately 1,610 words. Today, the number certainly increases more.
5. Lack of awareness to learn BI. Many people of Indonesia, especially academicians, feel that they have been able to speak BI since they could speak the language for the first time. They consequently assume that BI is not necessary to study. Such a perception indicates that the academicians have felt satisfied enough with their natural BI, thus ignoring the importance of studying the standard BI. Oftentimes, when a student heard a term from English, he was very interested in finding out the meaning of the term in the English dictionary. However, when he heard a term from Indonesia which sound unfamiliar to him, for example: Daring (online), Pengokot (Stapler), Sawala (Debate), he suddenly felt strange and negatively reacted by saying "Itu bahasa planet = it's a kind of alien language" without trying to know what it means, let alone opening the large Dictionary of BI language.

## **F. Conclusion**

Until now, no single firm policies and agreements in university, regional, or national levels governing the use of standard BI for the development of science and technology. However, based on the description of the challenges faced by standard BI to be an academic language, the writer wants to give three options that can be used as an afterthought to develop and to disseminate science in the university through language.

1. Providing opportunities for lecturers and students to learn English so that they are able to read and understand science books written in English. Then discussing the information of the science by using BI.
2. Making effort to translate science books written in English into BI so that lecturers and students can read and study the books even though they do not have the skills of English at all.
3. Making English as the official academic language at the university, in which the language of instruction of both textbooks and lecturings is English.

It is not easy to select one of the above options, because each option will bring a very powerful impact on the academic life and the community. But one thing is for sure that any decision taken from the above options will create insightful and knowledgeable human resources of Indonesia.

Even so, we hardly think of the possibility making Indonesia to be a developed country in the field of science and technology by using BI as the driving force.

Modernizing, studying, and use BI for scientific communication both oral and written will not stub out the ability of the academicians to master foreign languages. Mastery of a foreign language is essential to open the gates of the development of science and technology. According Suwardjono (2008: 7), one can only master a foreign language (including reading textbooks) well if he also masters his own language properly. Futhermore, he illustrates how someone can master English with very complex sentence structures when he himself does not master the structures of standard BI which are considered very complex as well. The fact is that so many students of Indonesia complain about the difficulty of learning English. Actually, they do not realize that the difficulties in learning English are caused by their inadequate knowledge of standard BI structures.

Furthermore, as for the writer, the large number of loan words from foreign languages e.g. English is a progress for the development of BI as an academic language. At least, BI vocabulary continues to grow as the development of science and technology and will never lack for terms. The problem is the impact of the loan words usage on the culture of this nation. According to Kramsch (2009: 3), language is a symbol of social identity. What Kramsch means is that the language indicates our cultural and social identity. BI used orally or in writing with the loan words from foreign languages will have a stong effect on the identity of this nation. The term or vocabulary derived from English for instance, is the identity of the British people and the term was born from their experience and socio-cultural background. When a word (term) is borrowed from a certain language and used in BI for communication, it will potentially eliminate the BI term. In consequent, BI cultural identity contained in the term will be replaced with the term of English containing British culture.

In addition, to make BI as an academic language, the standard BI should be the foundation. Learning the standard language means to modernize the natural BI that we have. By studying standard BI, we will be able to speak BI properly. Things to remember that BI is one of the national identities of Indonesia, it means: denying the importance of studying BI is the same as denying the identity of Indonesia. No wonder if some Indonesian national identities are recognized as belonging to other nations because the people of Indonesia, as the owner, ignore and do not keep them well. Therefore, the people of Indonesia especially the academic community must heartily study, use, as well as develop BI in order to make it as a language of science which is authentically derived from the culture and the identity of Indonesia.

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