Multicultural society is natural phenomena in our life. Most of society has its own language. To integrate the society community, it is needed to use a universal language to make all the speakers around the level of society understand well the issues of discussion whether in local, regional, national or International community. In the local society, language speakers used their own language to communicate among of them, language speakers of regional level mostly used their own dialect to run the communication smoothly. National language usually used by the language speakers to unity the societies in thus nation, for example, Bahasa Indonesia is used nationally in Indonesia among of the speakers from different Inlands. Even they have their own dialect, or local language, Indonesian language speakers are able to speak Bahasa Indonesia. Internationally, people speak English as a mean of communication. Further, now we are in the era of ASEAN Economic Community. The question is? What is a language officially used in ASEAN community to run any activities such as, culture, education, economic, politic, etc.? The writer assumes that English mostly used by any people from ASEAN countries, particularly in the formal context.

1. Introduction

A language is as a means of communication both spoken and written, a language commonly used with attention or without attention. Language will be meaningful based on the context of speakers when did they speak a language. The language will be different meaning because of the different ethic, culture, society, and education. Johnson, (2001) stated that there are several aims of learning a foreign language such as; to integrate to the culture of language itself, to strength the culture itself, to interact with other people in international communication. Based on this ideas, it is fact that learning a foreign language is needed. Learning a language is unseparated with the culture. It is a different language reflect different culture. Because of this, it creates variety of a language in community. Language variety concerning with the term of multilingual. Multilingual is a process of using more than two languages. The multilingual has an effect of
multicultural in society, further it is necessary to develop common a language for communication. Johnson (2001) argued that it is necessary to create one a language as a means of communication to be a model for people to speak at home and another to communicate with some group of people outside. It represented that multicultural creates multilingual, further to make the communication effectively and it is understandable among the people from different countries, English is one of the suitable internationally used to communicate. The concrete facts, it is in Indonesia, Bahasa Indonesia is a national language. It is used nationally, formal or informal by any people from different Islands of Indonesia. Indonesia has many local languages. Baswedan, (2016) said that Indonesia has more less than 719 local languages, and Indonesia has more less than 416 ethnics separated around Indonesia. Each of local a language has its own local culture. Referring to this ideas, this article aims to discuss the language use commonly in the ASEAN community particularly in the forum of formal summit, for examples; business, education, politics, culture, and other formal forums conducted by the ASEAN countries. The writer assumes that the formal language used in the ASEAN formal forum is English. The writer realizes that in the ASEAN countries, they have their own languages. They are more familiar with their own national, regional, local, even, dialect when they were talking to their own friendships from one nation. It is like the phenomena, the Javanese language speakers meet their countryside friendship meet together in other neighbors countries, the writer believe that they would be enjoy to speak their local language (Javanese) rather than English, even they were in English speaking country, for example; Australia, USA, or Britain. It is because speaking local language is easier rather than speaking International language. In the International forum of course, it is a must to speak English as a means of communication. Further, it is absolutely, using English in ASEAN forum, including in the era of ASEAN economic community (AEC).
2. Multicultural vs Multilingual

Multicultural creates multilingual. It is because culture and language are unseparated to each other when one is learning or using a language. Swann (2000:39) said that multilingual means the use of two or more languages. Swann still said that, since 1950 educationists have begun to recognize that multiculturalism and multilingualism are phenomena which should be encouraged rather than treated as if they transient. There are some factors that make a multilingualism in a society. Hoffmann, (1991: 158-163) said that there nine factors make a multilingualism in a society, they are (1) military conquests, occupation, and annexation, these are some the oldest ways of spreading language, (2) political marriages and succession arrangements often brought about changes in the linguistics make-up of particular areas, (3) colonialization,(4) migration and immigration, (5) federation , whether of a voluntary or farced nature, the five factors are regarded as historical factors while the next factors are treated as contemporary factors, they are ; (6) neocolonialism, neocolonialism is characterized by economic often coupled with political dependency and by the maintenance of old colonial language, (7) present –day immigration and migration of labour are continuing to disseminate many languages across the world, (8) language promotion refers to government decision reflected in more-less well-defined language policies, (9) Internationalization, it is the condition of life today’s world. The mobility of labour across linguistics frontiers requires many of us to deal with people from different language backgrounds. In international communication and cooperation, we need our advancement of certain a language, and it is particularly English. Based on the nine factors of multilingualism, it
is a fact that multiculturalism and multilingualism are natural phenomena, and it is part of human life.

Ethnicity is one of the sources of multicultural and multilingual. The writer chooses the word ethnic than ethnicity in this discussion, the two words have different meaning. Thomas, (2004) differentiate between the two words. Firstly, *ethnicity* means dealing with your roots, or your cultures, and it means of race. Ethnicity related with the *truth*. On the other hand, *ethnic* is derived from the word *ethnos* (Greek) meaning is nation. The nation is defined as a community which has common history, cultural tradition and language. Based on this ideas about ethnic and ethnicity, the writer is closely concern with the term ethnic, because it has clear meaning focus on culture tradition and language. Concretely in real life, culture, language and society are unseparated to each other.

Language can be used as a marker of ethnic identity in social community. Many people from different places knowing their own nation, or their own original geographical places, after knowing their own original language. Simple example, people from west java; it is predictable by other people from different islands from in Indonesia. West Java has its own particular language that is different from other, it is” Sudanese”. It is a simple utterances stated by Sudanese” Kumaha, akang sampun dahar? Sudanese would like to answer atos. “Javanese people answer “amoh”. Sundanese would like to response “Atos” then Javanese return to respond” amoh”. From this simple greeting between Javanese and Sudanese have different interpretation in term of “atos”. Sudanese interpreted” atos” means sudah” already”. On the other hand Javanese interpreted the term “atos” the antonym of “amoh”. Javanese term “amoh” means soft. People from East Java also have different meaning in certain term. For example, it is a simple example of conversation between East Java and Center Java people; (east Java people
said: “layangane mabur muluk tekan langit”. Center Java people said: “Lemuluk sego ora susah gede-gede”. The word “muluk” stated by people from East and center Java has different meaning. “muluk” in relation with people from east Java is *flying highly on the sky*. While the word “muluk” according to people from center Java is *put the food into the mouth*. Other examples: People from East Java said “nek arep menyang solo, lewat dalan iki kenceng”. People from center Java would like to say “nak, le mbonceng sepeda cekelan sadel kenceng, ndak mrusut”. Their word “kenceng” according people from east Java is *straight forward ( lurus)*, while people from center Java would like to interpret the word *kenceng is take hold seriously (cPWegen), pegangan erat-erat*. Based on the simple examples, it is the fact that ethnic is closely related to the different languages. Thomas, (2004: 103) supported that there is an acculturation among of the ethnics in relation with the cultural and linguistic. Looking at this statement, language and culture are like two sides of coin. It means that where there is a learning a language, culture naturally learned by any language learners.

Famous linguist, Sapir, (2001:172) argued that when Anthropologists have been in learning the habit of studying human being, there are three variables are unseparated to each other, namely; race, language, and culture. Further, when we are talking about a certain race, it is natural intercresses with its language and culture. For example, we are talking to the people from “Madura”, it is automatically in line with the language, and culture of its ethnic. Simple idea of language and culture, Sapir (2001: 180) said that language is particular *how of thought*, while culture is defined as *what a society does and thinks*. Base on thus explanations about multicultural versus multilingual, the writes thinks that multicultural creates multilingual. The real example Indonesia has many local cultural, it is automatically Indonesia has many local languages. Further, beside local language, there are some regional language, for example;
Javanese, Balinese, Maduranese, Baktanese, Sudanese, Minangkabaunese, etc. To unity among
of thus ethnics, to share any local cultures and varieties of local languages, Indonesia has
national language, it is Bahasa Indonesia.

Multicultural versus multilingual in ASEAN community? Simplify answer, ASEAN
countries at least have teen national languages that developed by each own countries. National
language is a language that officially used by that nation in any formal events. Even national
language is not forbidden to be used in any situation by language speakers. The national
language of each ASEAN countries are as the following; the National Language of Indonesia is
Bahasa Indonesia, Brunei Darussalam has Melayu as national language, Khmer is the national
language of Kamboja, the national language of Laos is Lao, Melayu is the national language of
Malaysia, The national language of Myanmar is Burma, Philipino is the national language of
Philipina, The national language of Singapore is Melayu, Thai is the national language of
Thailand, and the national language of Vietnam is Vietnam. Among of the teen ASEAN
countries, threenations have similar national language, namely; Brunei Darussalam, Malaysia,
and Singapore.

3. English as a Lingua Franca of the ASEAN countries
Kransick (1995) said that English is already the Facto lingua franca of the ASEAN region,
further he said that the role of English as the lingua franca of the government, commerce,
education in Southeast Asia. English is the as the de facto of regional cooperation, and will be
even more by year 2020, (Kransick, 1995:83). He also said that language as linguaculture, it
means that role of culture when individuals from different cultural backgrounds interact in
English. Then, this situation that will grow in importance as regional and global economic cooperation increases.

Richmond and Kimura, (2015) argued that the dynamic changes occurring in the Asian region have been well documented including the rapid economic growth, political changes, and educational challenges. Further, Richmond and Kimura said that the goals of ASEAN establishment are furthering economic development, providing a forum for collaboration and cooperation, maintaining stability and providing assistance in the region.

Furthermore, at the date of December 31, 2015 has been set for the economic integration of the association, including changes in barriers to trade and services, and facilitation of investment. The major challenge that countries in the association are striving to meet is the development of capacity in order to implement this further integration particularly as related to increased emphasis on English use in governmental, education and business activities. Richmond and Kimura, (2015: 2) stated that ASEAN member states and examines some shared challenges that ASEAN countries face a programs aim to increase human resource capacity, particularly related to education and English language proficiency as the members states prepare for the ASEAN Economic Community (AEC). Since the founding of ASEAN its members states have focused on developing more effective systems of political and economic cooperation, increasing intercultural understanding and exchange, (Shimizu, 2010, cited in Richmond and Kimura, 2015). According to Richmond and Kimura (2015) said that the fields that be firstly affected by AEC agreements are constructions, business, and medical services, further, increased flows of goods, and services, investment, skill labor, and capitals. Dulyadayeesid, (20013 cited in Richmond, 2015) said that education is seen as a key factor in preparing citizens of the Members States for the increased integrating and resulting competitiveness, through the improvement of
education systems. ASEAN members States hope to achieve goals set out by the AEC related to the increased stability of political and economic systems and social and cultural exchange. English is considered a Global language (Nguyen, 2015 cited in Crystal, 2013). The United Stated (USA), United Kingdom (UK), Australia, and Canada, where English is spoken as a native language. Other countries, such as; Singapore, India, Hongkong, Philippines, where English is spoken as a second language. Further, the countries like Indonesia, Myanmar, Thailand, Cambodia, and Vietnam, where English is spoken as a foreign language, (Nguyen, 2015). Based on the fact that English is as a foreign language in some ASEAN countries, and English is also spoken as a second language in some ASEAN, then it is necessary to discuss the status of English in ASEAN community.

ASEAN was established in 1967, in Bangkok, Thailand. There are three pillars that should be integrated among the ASEAN countries namely; (1) ASEAN Political and Security Community, (2) ASEAN Socio-Cultural Community, (3) ASEAN Economic Community, (Kirkpatrick, 2009). The AEC was established by the end of 2015 to create a single market for the ten ASEAN countries (Brunei Darussalam, Cambodia, Indonesia, Laos, Malaysia, Myanmar, Philippines, Singapore, Thailand, and Vietnam). English has become a de facto lingua Franca of ASEAN countries and no countries object to this declaration, Kirkpatrick (2009). The role of English was once again emphasized in the 13th ASEAN Summit held in Singapore on 20th November 2007, and in that summit the declaration of the establishment of AEC, (Nguyen, 2005, cited in Hidayat, 2008). The mastery of a foreign language, especially English is one of the requirements that labor force of at least seven professional fields (engineering, nursing, architectural, surveying qualification, medical services, dental services, and accounting, has to meet in order to free mobility in the ASEAN countries, (Nguyen, Dinh Luan, 2015). Other expert said that a good
command of English is also seen as a key strategy to compete with the labor force of other ASEAN countries, (Halimi, 2015).

Common issues of ELT in ASEAN countries. English is a compulsory subject in national curriculum of ASEAN countries like in Thailand, Malaysia, Indonesia, and Vietnam. Though different countries have different ELT contexts. Nguyen (2015), there have been universal issues of ELT in these countries; (1) the focus of English language learning and teaching has been on grammar rather than on real communication, English learning mainly happens in the classroom, learners have no chances to use English outside of the classroom, the mother tongue is still as a medium of instruction in most English classes. (2) Class sizes are still big, the number of students can be up to 40 per class, (3) there has been lack of qualified English teachers in most ASEAN countries (Thailand, Malaysia, Indonesia, and Vietnam) (4) time for English learning allocated in the national curriculums in some countries like (Indonesia and Vietnam) are limited, even reduced. (5) Learners of English in ASEAN countries use English text books exported from United States or Britain. Learners have many chances to be mainly familiar with American English or British English.

**English Proficiency Index – 2014 Rankings**

<table>
<thead>
<tr>
<th>No</th>
<th>Participants</th>
<th>Joining ASEAN</th>
<th>Very high</th>
<th>High</th>
<th>Moderate</th>
<th>Low</th>
<th>Very Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Indonesia</td>
<td>8-8-1967</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Malaysia</td>
<td>8-8-1967</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Philippines</td>
<td>8-8-1967</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Singapore</td>
<td>8-8-1967</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Thailand</td>
<td>8-8-1967</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>6</td>
<td>Brunei Darussalam</td>
<td>8-1-1984</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Vietnam</td>
<td>7-1995</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>8</td>
<td>Laos</td>
<td>7-1997</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Myanmar</td>
<td>7-1997</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Cambodia</td>
<td>10-4-199</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
</tbody>
</table>

4. Pedagogical implication of English in Indonesia

Indonesia presents a different case, representing a hugely diverse ranges of languages and cultures. Kirkpatrick, (2009) said that after freedom from the first the Dutch and then Japanese, Indonesia sought to use a local language, Bahasa Melayu (Malay) to act as a national lingua franca. Successfully, all Indonesian are now able to communicate through what is called Bahasa Indonesia. English in Indonesia is regarded as the second language of educated urban elite and also is the first foreign language taught in schools, but with limited success, (Dardjowidjowo, 2000, cited in Kirkpatrick, 2009: 220). Gunarwan, (2000) said in the era of globalization demands that, Indonesia join a community of nations so integrated that economic, cultural and political boundaries. In this regard, Indonesia needs to master, and powerful language of wider communication (LWC) to function effectively in the global community, and the powerful LWC is English.

The problem of teaching of English in Indonesia is the quality. There are some factors that make the quality of teaching English in Indonesia is low. Gunarwan, (2000), thus factors are as the following; (1) the number of students in each class is large. The one possible solution would be for the English class to be divided into smaller group, the new English teachers should be trained and appointed, (2) the objectives of teaching English in Indonesia to one, namely; reading ability,(3) not all Indonesians need to be able to speak English, the alternative solution; Indonesians should be better, for example; high schools leavers a working knowledge in written English would be sufficient in the era of globalization, especially to learn science and technology, (4) some experts said that language teaching methodology, the most “simple” for example; grammar translation
method. Alternative solution to overcome this phenomena; (Gunarwan; 2000) argued Indonesian system of education should be changed from monolingual into bilingual in which certain subjects such as; mathematics, physics, and biology are taught in English, the rest in Indonesia. In order to have a good chance of success, language should be taught to the children before they reach a “critical” age.

ELT program in Indonesia is necessary to spread out around Indonesia, further, English language learners are really able to improve their English competences. Kransick, (1995) stated that there were several well-known program operate in Indonesia to improve English language competences; among of them are TOEFL, EAP, ESP etc. Cultural problem concerning with the implementation of ELT program. The cultural problem is one of factor that the implementation of ELT program is not successes yet. The example of cultural problem in doing ELT program (Kransick, 1995: 86), they are; (1) The teacher was highly respected and all–powerful individual, and students spoke when spoke to, (2) there is a local parlance, usually, happens with the government’s projects. The example of not good in English, “the five” DS. Thus commence are “(1) (datang,) arrive, (2) duduk, (sit down), (3) dengar (listen), (4) diam (quiet) (respect expence) money. It is high time that fundamental integration of language within culture be addressed in ELT. Further, it is necessary to begin to plan intercultural communication training program for westerners intending to do business in ASEAN region, included in Indonesia.

There is significant program that is possible to be implemented integrated to AEC community. Nguyen (2015). The program is particularly used by Thailand and Indonesia. The program is presented in the form of table preparation prior to the AEC 2015.
Preparation steps in ELT of Thailand and Indonesia prior to The AEC 2015, (Nguyen, 2015).

<table>
<thead>
<tr>
<th>No</th>
<th>Preparation</th>
<th>Countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Having an English-speaking year. Using English (reading and writing) on particular day.</td>
<td>Thailand (Sinhaneti, 2012)</td>
</tr>
<tr>
<td>2</td>
<td>Having Bilingual education Program</td>
<td>Thailand (Sinhaneti, 2012)</td>
</tr>
<tr>
<td>3</td>
<td>Designing curriculum for ASEAN countries. Setting up project on ASEAN studies</td>
<td>Thailand (Sinhaneti, 2012)</td>
</tr>
<tr>
<td>4</td>
<td>Using English as a medium of interaction in different disciplines at tertiary level.</td>
<td>Thailand (Sinhaneti, 2012)</td>
</tr>
<tr>
<td>5</td>
<td>Teaching English to workers, Enhancing Teaching English for specific purposes (ESP)</td>
<td>Indonesia (Araminta and Halimi, 2015).</td>
</tr>
<tr>
<td>6</td>
<td>Raising student’s awareness of the importance of the AEC 2015.</td>
<td>Thailand (Sinhaneti, 2012).</td>
</tr>
<tr>
<td>7</td>
<td>Giving students encouragement to learn ASEAN languages and study ASEAN culture.</td>
<td>Thailand (Sinhaneti, 2012).</td>
</tr>
<tr>
<td>8</td>
<td>Giving students encouragement to take part in English proficiency examination before graduation.</td>
<td>Indonesia (Serrani and Nanni, 2014).</td>
</tr>
</tbody>
</table>

Based on the program offering by Nguyen (2015), the writer assumes that this program is applicable in Indonesia. The applicable program of ELT in Indonesia for example; using English in a particular day, bilingual program, English for specific purposes (ESP), English proficiency examination before graduation, etc. All these applicable program are necessary to be implemented in Indonesian Government, both formal and informal institution. The writer predict that these program is possible to achieve any activities such as, economic, culture, education, politic, etc., in ASEAN community, particularly to taking part in the era of ASEAN economic community.

4. Conclusion

Multicultural and multilingual are unavoidable phenomenon in our life. In the era of ASEAN economic community (AEC) all the nations of ASEAN should learn any cultures and any languages from different ASEAN countries. To make communication in any fields of activities such as; economic, culture, education, politic, engineering, tourism,
etc. around ASEAN countries, the citizens in thus countries should use one a language as a mean of communications, it is English. English is a language that possible to be used as a lingua franca of ASEAN community. English in different ASEAN countries has different status, in some countries as a second language, and in the other ASEAN countries as a foreign language.

In Indonesia, English is regarded as a foreign language. Even it has been long time to be learned by Indonesian people, the result is not significant yet. The fact that based on the English proficiency Index Rankings, in year 2014 developed by Nguyen, it was stated that Indonesia is in moderates level. Because of this, the ELT program in Indonesia is needed an improvement. Nguyen (2015) argued that, there are several ELT program that are applicable in Indonesia, namely; using English in a particular day, bilingual program, English for specific purposes (ESP), English proficiency examination before graduation, TOEFL test, EAP, etc. The writer believe that thus applicable program can be used to improve English proficiency in line with taking part of Indonesia in the ASEAN community (AEC).

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