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**THE ROLE OF MULTILINGUAL SKILL IN ENHANCING  
INTERNATIONAL RELATION: PERSONAL NARRATIVES OF A  
POLYGLOT**

**Tim Peneliti:**

- 1. Faridatul Istighfaroh, S.Pd., M.Pd**
- 2. Ana Kumalasari, S.A.P., M.A.P**
- 3. Danar Mustaqim Ludan**

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**HALAMAN PENGESAHAN**  
**PROPOSAL PENELITIAN PENDANAAN PERGURUAN TINGGI**

1. **Judul Penelitian** : The Role of Multilingual Skills in Enhancing International Relation: Personal Narratives of A Polyglot
2. **Ketua Peneliti**
- a. Nama Peneliti : Faridatul Istighfaroh, S.Pd., M.Pd
  - b. NIDN : 0708049402
  - c. Program Studi : Administrasi Publik
  - d. E-mail : faridatulistighfaroh@gmail.com
  - e. Bidang Keilmuan : Pendidikan Bahasa Inggris
3. **Anggota Peneliti 1**
- a. Nama (Dosen) : Ana Kumalasari, S.A.P., M.A.P
  - b. NIDN : 0720089402
  - c. Program Studi : Administrasi Publik
  - d. E-mail : anakumalasary@gmail.com
  - e. Bidang Keilmuan : Administrasi Publik
- Anggota Peneliti 2**
- a. Nama (Mahasiswa) : Danar Mustaqim Ludan
  - b. NIM : 22632011004
  - c. Program Studi : Administrasi Publik
  - d. E-mail : danarmustaqim181@gmail.com
  - e. Bidang Keilmuan : Administrasi Publik
4. Jangka Waktu Penelitian : 6 bulan
6. Lokasi Penelitian : -
7. Dana Diusulkan : 3 juta

Bojonegoro, 25 Februari 2025

**Mengetahui,**  
Ketua LPPM Universitas Bojonegoro

Pengusul,

**Dr. Laily Agustina Rahmawati, S.Si., M.Sc.**  
NIDN 07 2108 8601

**Faridatul Istighfaroh, S.Pd., M.Pd**  
NIDN 07 0804 9402

## **KATA PENGANTAR**

Alhamdulillah ala kulli hal.

All praises due to Allah, the one who has given His Hands in writing this research proposal. I am so grateful that Allah has involved in every single word that I wrote here. Therefore, I am able to complete this proposal with the title “The Role of Multilingual Skills in Enhancing International Relation: Personal Narratives of a Polyglot”. Peace and salutation is always given to the last messenger of Islam, Prophet Muhammad SAW, who has brought us from the jahiliyah era this scientific era. This research proposal is to fulfill one of Tri Dharma responsibilities as lecturer.

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## **ABSTRACT**

Focusing on the role of multilingual skill from a polyglot perspective has not been extensively addressed, especially in the term of international connection. In this respect, a continuous discussion of foreign languages learning and the issues of being a polyglot should be nurtured. Drawing on the autoethnographic account of the author, this paper examines the practices of a polyglot in building international relations in the lens of multilingualism. I gathered data using textual and visual experiences in the form of written notes and images. The data were analyzed by using the three principal polyglot motivations; personal, professional and academic purposes in the view of international relation. This study unpacked a polyglot's stories that a polyglot with the ability to speak many languages, can take a fundamental role for shaping the international network in terms of individual aim, professionalism and education purpose. The implication of this study is discussed.

**Keywords:** multilingual skill; international relation; polyglot

# **BAB I**

## **PENDAHULUAN**

### **1.1 Latar Belakang**

Language serves not only as a tool for communication but also as a fundamental aspect of identity and cultural expression. In a world characterized by increasing globalization and multicultural interactions, the phenomenon of polyglotism where individuals speak multiple languages has gained significant attention. This research, titled "The Role of Multilingual Skills in Enhancing International Relation: Personal Narratives of a Polyglot", seeks to explore the intricate relationship between language and cross-border relation, especially in academic world, through the personal stories of a polyglot.

The journey of a polyglot is often marked by unique experiences that shape their understanding of self and others. Each language learned opens a new window to culture, history, and social interaction, allowing individuals to navigate diverse environments and forge connections across linguistic boundaries. As Pavlenko (2006) notes, language learning is not merely a cognitive process but also an emotional and social one, deeply intertwined with personal identity formation.

Through narrative inquiry, this study aims to collect and analyze the rich, personal accounts of a polyglot, highlighting how the multilingual abilities influence their identities and international relationships. By examining these narratives, we can better understand the multilingualism that shapes the international connection. Furthermore, the research will explore how these experiences contribute to a broader appreciation of communication, negotiation and overseas collaboration.

## **1.2 Rumusan Masalah**

This study aims to focus on these following research questions:

1. How do multilingual skills enhance personal experiences in international contexts?
2. How does the ability to speak multiple languages influence communication, negotiation and international collaboration?
3. What challenges do a polyglot face in utilizing their multilingualism for effective international relations and how to overcome these challenges?

## **1.3 Tujuan Penelitian**

This study aims to investigate these goals:

1. To explore the multilingual skills in enhancing personal experiences in international contexts
2. To analyze how multilingualism facilitates the communication, negotiation and cross-cultural connection.
3. To examine the challenges and strategies that a polyglot employs in overcoming the linguistic barriers or miscommunication in international settings.

## **1.4 Manfaat Penelitian**

The significance of this inquiry extends beyond individual experiences; it addresses the larger implications of polyglotism in fostering international collaboration to improve the quality of good governance and connection among people from varied backgrounds. As Dewaele (2010) suggests, multilingualism can enhance cognitive flexibility and openness to new experiences, which are crucial for effective communication in diverse contexts.

## **BAB II**

### **TINJAUAN PUSTAKA**

#### **2.1 Landasan Teori**

There are some key words for theoretical frameworks of this study such as polyglot and language and identity. This section is going to explain those key terms of this study.

##### **2.1.1 Polyglot**

Polyglotism, the ability to speak and understand multiple languages, has garnered increasing interest in various fields, including linguistics, psychology, education, and sociolinguistics. This literature review aims to synthesize key findings related to the cognitive, social, and educational aspects of polyglotism, providing a comprehensive overview of the current state of research.

Numerous studies have examined the cognitive advantages associated with being a polyglot. Bilingualism and multilingualism have been linked to enhanced executive functions, such as problem-solving, multitasking, and cognitive flexibility (Bialystok, 2001). A meta-analysis by Adesope et al. (2010) indicated that bilingual individuals perform better on tasks requiring attentional control and working memory. Furthermore, the concept of "cognitive reserve" suggests that polyglots may experience delayed onset of dementia and other cognitive declines (Craik & Bialystok, 2006).

Polyglots often navigate diverse cultural contexts, leading to unique social benefits. Studies by Chen et al. (2018) highlight that multilingual individuals tend to have more extensive social networks and greater intercultural competence. These skills facilitate effective communication and understanding in multicultural settings, enhancing social cohesion and empathy.

Moreover, research by Grosjean (2010) suggests that polyglots possess a heightened awareness of linguistic nuances, which fosters greater appreciation for

cultural diversity. This awareness can promote positive attitudes toward other cultures, reducing prejudice and fostering global citizenship.

The education sector has also responded to the growing recognition of polyglotism. Various pedagogical methods, such as immersion programs and content-based instruction, have been developed to promote multilingual education (Cummins, 2001). Research shows that early exposure to multiple languages can significantly impact linguistic proficiency and cultural understanding (Snow & Kang, 2006).

The role of technology in facilitating language learning has also been highlighted. Digital tools and platforms, such as language learning apps and online communities, enable learners to practice languages more effectively and connect with native speakers (Godwin-Jones, 2018). However, challenges remain in ensuring equitable access to these resources.

Despite the numerous advantages, polyglots often face challenges, including language attrition and identity conflicts. Language attrition, or the gradual loss of proficiency in a language due to lack of use, can be a significant issue for multilingual individuals (Mochizuki, 2014). Additionally, research by Pavlenko (2006) reveals that polyglots may experience feelings of fragmentation in their linguistic identities, navigating complex social and cultural expectations tied to their language skills.

The literature on polyglotism underscores its multifaceted nature, encompassing cognitive, social, and educational dimensions. While the benefits of multilingualism are well-documented, ongoing research is needed to address the challenges faced by polyglots and to develop effective strategies for promoting language learning in diverse contexts. As globalization continues to reshape communication, understanding polyglotism will be crucial for fostering a more inclusive and interconnected world.

### **2.1.2 Language and Identity**

The interplay between language and identity has been a prominent area of study within linguistics, sociolinguistics, and cultural studies. Language serves not only as a tool for communication but also as a marker of identity, shaping how individuals perceive themselves and are perceived by others. This literature review explores key themes surrounding language and identity, focusing on the social, cultural, and psychological dimensions.

Language functions as a primary indicator of identity, influencing how individuals are categorized within society. According to Labov (1972), variations in language usage such as dialect, accent, and vocabulary can signify social class, ethnicity, and regional identity. Bucholtz and Hall (2005) expand on this by proposing that identity is not fixed but is constructed through language practices in specific contexts. They argue that individuals actively negotiate their identities through their linguistic choices.

Multilingual individuals often experience a complex relationship with their languages and identities. According to Pavlenko (2007), speaking multiple languages can lead to the development of distinct identities associated with each language. This phenomenon, known as "language compartmentalization," allows individuals to express different facets of their identity in varying contexts. However, it can also lead to tensions, particularly when certain languages are stigmatized or undervalued in a given sociocultural context (Grosjean, 1982).

Language plays a crucial role in the formation and expression of ethnic identity. Research by Fishman (1999) emphasizes that language maintenance is vital for the preservation of ethnic identity, particularly among minority groups. For instance, the use of heritage languages within families and communities fosters a sense of belonging and cultural continuity (Tseng, 2017). Conversely, the loss of a heritage language can lead to identity fragmentation, as individuals may feel disconnected from their cultural roots (Hernandez, 2018).

The relationship between language and gender identity has also been extensively studied. Lakoff (1975) was one of the first to highlight how language reflects and perpetuates gender stereotypes. Subsequent research has shown that individuals negotiate their gender identities through linguistic choices, such as code-switching or adopting specific speech patterns (Bucholtz, 2004). Recent studies have further explored how non-binary and transgender individuals use language to assert their identities, challenging traditional binary notions of gender (Baker, 2019).

Language ideologies such as beliefs and attitudes about language and its role in society significantly influence how identities are constructed and perceived. Woolard (1998) argues that dominant language ideologies often privilege certain languages and dialects over others, shaping social hierarchies. This privileging can affect individuals' self-perception and societal acceptance, particularly for speakers of marginalized languages (Cavanaugh, 2008). Research has shown that language ideologies can both empower and marginalize, depending on the socio-political context.

The literature on language and identity highlights the intricate relationship between linguistic practices and personal, social, and cultural identities. Language serves as a powerful medium through which individuals express and negotiate their identities, influenced by factors such as ethnicity, gender, and social context. Future research should continue to explore the dynamic and evolving nature of this relationship, particularly in increasingly multicultural and multilingual societies. Understanding these interactions can provide deeper insights into issues of belonging, representation, and social justice.

### **2.1.3 International Relation in Education**

International education relations have emerged as a vital field of study within both educational research and international relations, emphasizing how education systems, policies, and cross-border academic exchanges influence global diplomacy, development, and societal change. Early scholarship focused

primarily on the role of education in nation-building and the transmission of cultural values. Scholars like Heritage (1989) argued that education systems play a crucial role in the development of national identities, and by extension, in international relations through the exportation of national culture and values. This was especially significant during the post-World War II period when nations sought to establish their soft power by exporting educational systems or creating bilateral educational partnerships.

With globalization, international education relations have shifted toward understanding the global flow of students, academic collaborations, and the influence of transnational education (TNE). Studies by scholars like Altbach (2004) have shown that international student mobility is not only an educational phenomenon but also a tool for fostering international diplomacy, economic development, and global integration. As universities increasingly partner with foreign institutions, education becomes a significant instrument of soft power. Altbach's concept of the "academic diaspora" further underscores the role of global alumni networks in enhancing diplomatic ties and promoting international collaboration. Additionally, the growing trend of "brain drain" and its impact on developing nations' educational and economic systems has been a subject of intense debate (Docquier & Rapoport, 2012), linking international education to broader issues of migration and development.

## 2.2 Penelitian Terdahulu

There are several previous studies that have addressed the issue of polyglot. Here are the lists of the former relevant studies.

**Tabel 1 Previous Studies**

<b>No.</b>	<b>Name and Research Year</b>	<b>Research Method</b>	<b>Variable or instrument</b>	<b>Research Result</b>
1	A polyglot's strategies in learning foreign languages: A	Qualitative	Interview	The polyglot learning language systems include direct and indirect

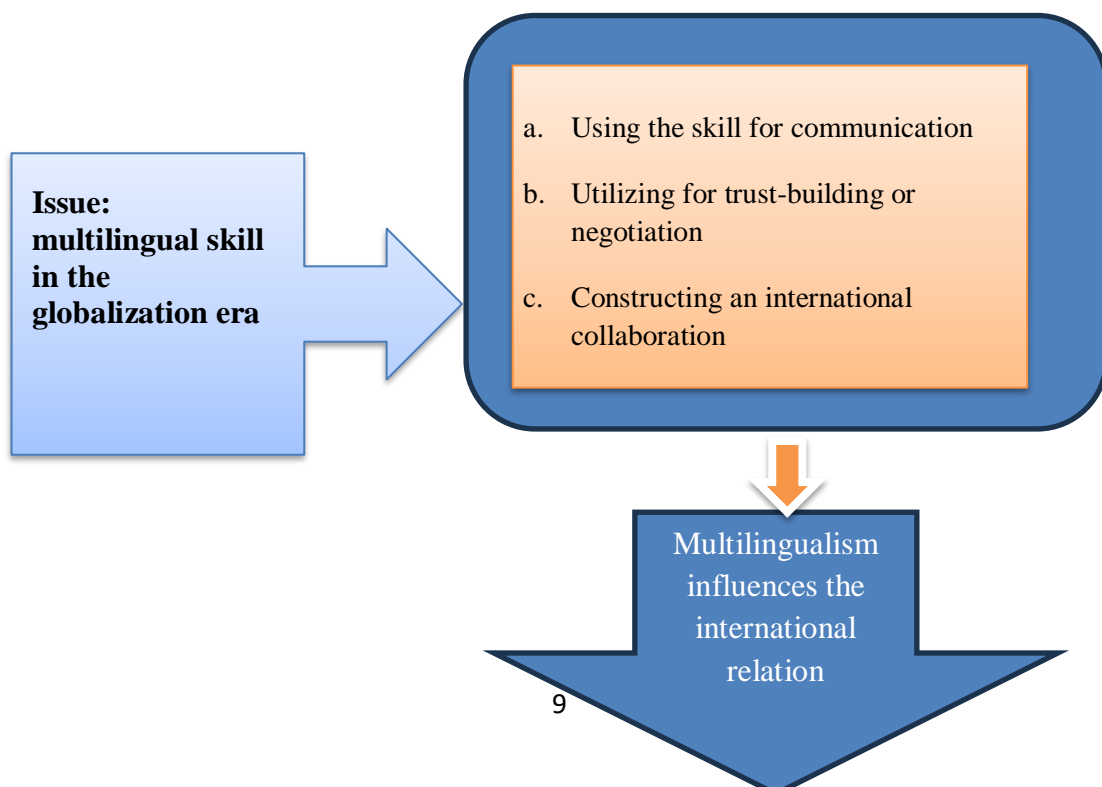
	case study (Martiningsih & Mukarto, 2024)			learning
2	The Motivations of Learning Foreign Languages: A Descriptive Case Study of Polyglots (Noprival, Rafli & Nuruddin, 2021)	Qualitative	Semi structured interview	The polyglots' motivation for learning multiple foreign languages were (a) pleasure, (b) social intercourse, (c) professional purposes, and (d) academic purposes.
3	Indonesian Polyglots: Lived Experiences of Adults Learning Languages Online and Beyond the Classroom (Noprival, Rafli, Nuruddin, & De Felice, 2021)	A transcendental phenomenological approach	Semi structured interview	Polyglots reported learning many foreign languages through interactive resources, receptive resources, social media, and authentic resources.
4	Breaking the Secrets behind the Polyglots: How Do They Acquire Many Languages? (Noprival, Rafli, & Nuruddin, 2019)	Qualitative	Demographic questionnaire and interview	the polyglots acquired several different languages through a natural process, a learning process, and a mixture of both naturalistic as well as instructed

5	Should an Effective Language Learning Be through the Development of Just One Language Skill? (Gil Vera & et al, 2019)	Qualitative	Observation and interview	It is visible that the teacher made the students develop aspects on the writing skill, but these were focused on transcription and repetition rather than comprehensible written productions. The general findings in relation to teaching EMI programs and university language policy
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Sumber: Hasil penelitian sebelumnya diolah (2022)

### 2.3 Kerangka Konsep Penelitian

Gambar 1 Kerangka Konsep Penelitian



## **BAB III**

### **METODE PENELITIAN**

#### **3.1 Jenis dan Pendekatan Penelitian**

This research is using qualitative autobiography design. In the context of human authority as subject and qualitative research, narrative inquiry has been a paradigm of social science research (Smythe & Murray, 2000). The narrative study of lives is an approaching and multidisciplinary tradition of research based on in-depth autobiography interviewing of research participants (p. 318). Gay, Mills, and Airsian (2009), stated narrative inquiry as research about the way diverse humans experience the situation in their surroundings and let people to share their personal life narratives. Furthermore, narratives are represented through any form of written or spoken discourse (Polkinghorne, 1988). Even with its flexibility, narrative study links to six main factors: (1) storytelling, (2) process and movement, (3) interrelations within contexts, (4) engagement and decision making from participant(s), (5) cohesiveness in a central theme, and (6) chronology of events represented in narratives (Neuman, 2006). Furthermore, autobiographical narratives are more than personal stories. The voices reflect a set of values, rules, and norms that lead a person's learning and sense of logic (Maynes, Pierce, & Laslett, 2008).

#### **3.2 Lokasi Penelitian**

This research is located in any place where author is available in giving data and does not have much disturbance to be interviewed and share their identity as a multilingual person. Here we value more on the participant than the location.

#### **3.3 Populasi, Sampel dan Teknik Pengambilan Sampel**

Since this research employs autobiographical design and allows researcher to tell their stories, the author of this study is proposed to be the research participant and this method allows me to make express my languages learning stories as polyglot. In more extensive qualitative view, this is in accordance with the validity of research and giving reflection to the congruence between the

method and the purpose of this study to investigate the narratives of polyglot and the reliability revealing the persistent voices with gathered data.

### **3.4 Jenis Data dan Teknik Pengumpulan Data**

The data collected is primary data in the form of textual, visual and audio artifacts. This data was gathered from my polyglot exposure in the terms of communication, motivation, identity construction and challenges as a polyglot. The textual data can be in the context of personal notes, books and journals. The visual data can be taken from photo or video that reflects the polyglot exposure. Meanwhile, the audio sources could be represented by listening media or any records that show the polyglot ability.

### **3.5 Analisis Data**

Analyzing data using the autobiography qualitative method involves several steps. After collecting data in the form of written texts, recorded interviews, or journals and obtain context about the author's life, including socio-cultural factors, historical context, and personal circumstances, we must immerse ourselves to understand the content and context. We can also take early notes on specific themes, emotions and important events that stand out.

After that, coding is used to identify key concepts, themes and patterns and grouping codes into broader themes. Furthermore, after identifying themes and doing interpretation that examine the personal experiences as polyglot, the narrative construction is conducted by noticing to the author's voice and perspectives that reflect the authentic experiences

## **BAB IV**

### **HASIL DAN PEMBAHASAN**

#### **4.1 Hasil**

The research results of this study highlighted the three motivations of a polyglot which can be divided into three main categories; individual motives, professionalism and educational purpose.

##### *International relation in the personal context*

In the personal realm, multilingualism has significantly broadened my understanding of different cultures and allowed me to form deeper, more authentic connections with people from diverse backgrounds. Speaking multiple languages has provided me with a tool to break cultural barriers, foster empathy, and engage in meaningful conversations. The ability to communicate in different languages has made me feel more integrated into global communities, not just as an observer, but as an active participant.

In this study, my very first motivation as a polyglot is grounded by personal reason to connect with people from other countries. My early experiences as polyglot were started by learning other foreign languages such as Korean, Japanese, Chinese apart of my required English and Arabic subjects in my formal school. I learnt those Asian languages independently through online platforms and found it interesting to speak those languages. One of my effective ways in learning foreign language is through making a language component summary. It consists of daily expression and conversation, grammatical structure and the useful vocabularies. The following pictures are some of samples of my language summaries.



Image 3. Chinese language summary

Then, my first language exposure began when I visited Bali island with my colleagues. We had an assignment to practice our English with natives. However, instead of speaking only English, I prefer to try other foreign languages in order to prove my multilingual skills to the native tourists. Once I got exposed to speak with the natives of each language like Korean, Japanese, Chinese and little German, I began to be addicted and felt connected talking with people from various backgrounds. Although my knowledge and skill in foreign languages were very limited at that time and sometimes I had a challenge in understanding the natives, this multilingual skill has allowed me to get belended with international people and inspired me to learn the foreign language deeper and better. Furthermore, while working as a full-time English language teacher and as part-time foreign language teacher, I had a chance to practice my ability of foreign language in broader individual activities such as being mistress of ceremony (MC) in international wedding of an Indonesian bride and an Australian groom. I was responsible to interpret the Javanese MC to English language so the groom family from Australia could understand the run-down of the agenda and the cultural marriage process. The data of my personal activity as MC in the visual form is presented here.



Image 4. MC in two-nations wedding

Another language exposure was I volunteered to be a housemate for Japanese students in my institution where I worked as a teacher. I helped them adapt with local community, showed them some traditional food and accompanied them to visit some local tourism places and to attend the cultural presentations in some other institutions. I took a role as an informal guide and translator for both English and Japanese. This personal experience has boosted my language skill in Japanese



Image 5. Housemate of Japanese students

Furthermore, when I had an opportunity to explore South Korea in youth exchange program, I was able to easily make a friend with other participants. I could assist my friends as a sudden interpreter in communicating with local people in Korea such as ordering food, asking direction and having transaction using Korean language. We participated in Korean language class as well and I showed better Korean as I had begun to learn it much earlier than any other friends. In addition to these multilingual exposures, a year later I moved to Germany as AU Pair girl. I lived with the native Germans and worked as a child caretaker within the family. By using my B1 level of my German, I was trying to communicate and socializing with local people. It was not easy at all in the first time because most of German people speak their language very fast. This life-changing experience as polyglot in Germany was challenging. However, as time

went by, I succeeded to adapt and lived with local people. Here is the picture of me and my ‘gastfamilie’ in Germany.



Image 6. My family in Germany

In my current role as a lecturer in a private university. I used my poliglotism in helping my university students. I made a community in which I gathered my students who have capability in English and encouraged them to apply for international program. I could finally assisted some of my students to take a part in overseas program. All of those personal experiences were the proofs of the polyglotism I possessed. It was demanding and exciting in the same time. My multilingual skills, therefore, have shaped my worldview, making me more open-minded and less judgmental. As I navigated through different linguistic spaces, I learned to appreciate the nuances of communication, including tone, body language, and cultural contexts, which are often lost in translation. This process of linguistic and cultural adaptation has led to a greater sense of self-awareness and personal growth, enabling me to connect with people on a more profound level.

### **Professional Context**

In the professional sphere, my ability to speak multiple languages has had a significant impact on my career trajectory. It has opened doors to international opportunities, enabling me to collaborate effectively with colleagues, partners and stakeholders from different parts of the world. Language proficiency has not only increased my employability but also allowed me to negotiate and navigate my professionalism with ease, fostering cross-cultural professional relationships.

My multilingualism as a polyglot has driven me into some professional positions. In the past two years, I have become an official English lecturer in a private university and been admitted by the ministry of higher education in Indonesia. For the previous years, I had teaching experiences as an English or other foreign languages teacher such as Chinese, Japanese, Korean and German. I had started my career as a language teacher in one of the informal institutions where I taught the students who took a gap year after completion of senior high school.

It started with teaching English, especially grammar from basic level to advanced level, TOEFL and IELTS. Thereafter, I got more opportunities to teach other foreign languages such as basic Chinese and Japanese. In the meantime, I got an offer to teach Korean and German language in private classes. Till today I am still actively teaching those languages. In my daily activities, I teach English in the college for non-English departments such as public administration, law and economics. In the evening, I do my part time work as a language teacher for online courses of Chinese, Japanese and Korean. Frequently, there is a special demand from an international ASEAN organization to teach the languages for a pre-departure program. I teach the basics of Japanese languages for participants from all over the world before they partake in the program in the upcoming week. It works the same with the Korean language class. I teach the selected international participants for the preparation prior to the edutrip in Korea. In this role as a language teacher, the advantages of being a polyglot is significantly apparent, particularly teaching foreign languages with English. It was challenging to use CLIL (content and language integrated learning) in a foreign language class. Both my English and another foreign language are equally challenged and utilized. The following image shows my activity as a language teacher in the classroom or in virtual class.



Image 7. Language teaching activity

Hence, I need language certifications to prove my language skill and integrity. Thus, I possess three official language certificates; IELTS and TOEFL for English, Goethe Zertifikat for German and TOPIK for Korean language. However, to keep my skill updated, I need to always renew my certification every two years. The followings pictures are sample of my language certification.

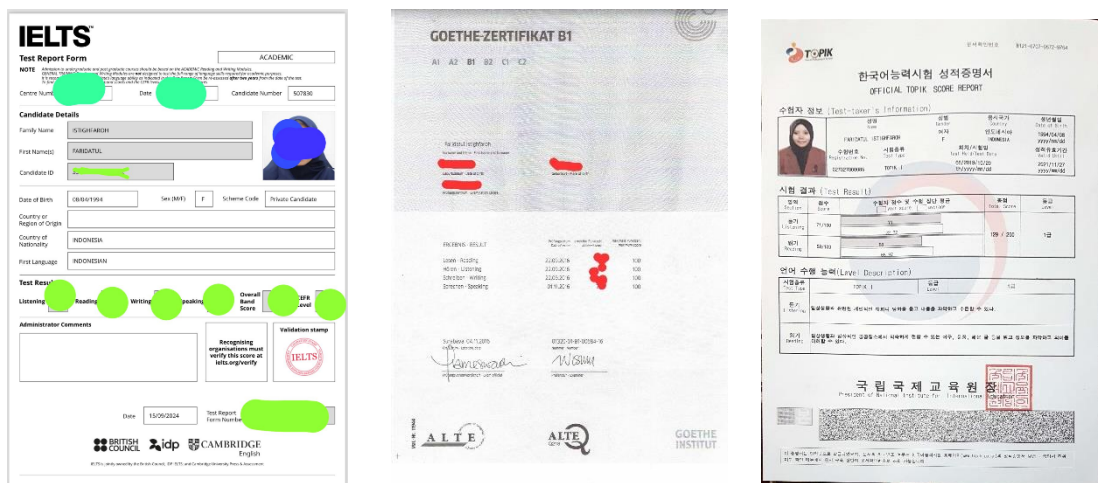


Image 8. Language certificates

Because of the language certifications, I had many professional offers as a language teacher. The entire teaching experiences have connected me to thousands of amazing people nationally and internationally. They could have been my past students who have been successful in domestic or abroad, my colleagues in the international programs or my teachers and professors during my studies.

Through multilingualism as a bridge of communication, we have developed professional relations.

In addition to my professional status as language teacher, the polyglotism also brings me to be an author of several language books. I have published 5 language books. My very first book was written in 2015 with the title “Mastering 4 languages easily; English, Chinese, Japanese and Korean” which contained the simple explanations of each language’s grammatical structure, daily speaking and useful vocabulary collection. The comparison method I used in this book was helpful for the readers to understand and apply. The second and third book focused on English. Both English books were related to each other and intertwined. The first English book was written for beginners and the second part was discussing the intermediate level. The contents of these books were mainly about grammar with the deep details of explanations and followed by integrated speaking and glossaries. The fourth language book I wrote was about English and German languages. I did a similar comparative method in writing this book in which I compared both languages on the same topic. Here is the visual representation of my books.



Image 9. Language books

I involved my position of language book author as part of professional motivation as it is considered as a profession and paid job. Besides, my ability in languages

has added another side hustle as a professional translator. On other days, I opened a paper translation service from English to Indonesian or vice versa. The papers could be a research article, abstract or script of a speech.

Therefore, being multilingual has given me a competitive advantage in the global job market, where employers increasingly seek individuals who can bridge communication gaps across regions or nations. In roles involving international relations, I have found that multilingual skills are indispensable for building trust, resolving conflicts, and ensuring effective communication. The ability to understand and speak the language of different cultures has enabled me to approach professional works as a language teacher, book author and translator. With language competence and cultural awareness, this multilingualism has been facilitating my work smoother and gaining more productive engagements in diverse work environments.

### **Academic Motivation**

Academically, one of the most powerful proofs of being a polyglot was completing my degree in bachelor and master program of English teaching. I got a much faster understanding of the lecture, had more opportunities to explore the issue of multilingualism and enhanced my capacity to access a wide range of scholarly resources, ranging from books and journals to research papers in various languages. This has allowed me to engage with a more comprehensive body of knowledge, particularly in fields related to education studies, linguistics, and cross-cultural communication. The ability to read and understand materials in their original language has provided me with a more nuanced understanding of academic concepts, offering a deeper and more varied perspective on my research topics. As a result, there have been several publications on language learning and teaching. Due to a strong passion on language acquisition, I enjoyed my academic work so much and completed both my degrees with very satisfying results such as getting an award of the best graduate with perfect GPA (4.0) in my master program.



Image 10. Image of the best graduate honour

Another great opportunity was the academic life I gained in the USA through the Fulbright scholarship program. I was selected for Foreign Language Teaching Assistant (FLTA) program in one of the American host institutions. My responsibilities consisted of teaching Indonesian language to American university students and taking part as a part time student in some selected subjects for two academic semesters. Although that was a non-degree scholarship program, my life-changing experience as Indonesian teaching assistant and student in an American university have shown another positive impact of being a polyglot. It proves that my native language skill, Indonesian, has even brought me to experience academic life in another country. This education exposure, therefore, has enabled me to meet outstanding professors and has given me more opportunities to collaborate with them. Even though this program did not earn any official degree, I still gained the result of my grades from the courses I took during the scholarship. Here is the report of my grades in the US university.

SN	Subject	Section	Grade	Final	Final	Final	Final
17189	LEC	135	01	ALL AMERICAN	1.000	1.000	1.000
18279	LEC	140	01	AMERICAN SCIENCE	1.000	1.000	1.000

Image 11. Grade results as FLTA scholar

Furthermore, pertaining to education, I successfully initiated the global internship program. My professor in the US and I created an international academic collaboration between the US university and one of the informal English schools in English village Pare Indonesia or better known as *Kampung Inggris Pare*. Firstly, it began as an online program because of covid19 at that time and the collaboration has transformed from a virtual program to the in-person program in Indonesia. Here is the image of academic collaboration between English village and the US university when starting the pilot program of direct internship in Indonesia



Image 12. Academic collaboration of global internship

Therefore, my multilingual skills have been an essential motivator for my academic pursuits, fueling my interest in languages, culture, and international relations. Being able to communicate in several languages has inspired me to explore global subjects and intercultural exchanges. This academic motivation has also been evident in my participation in international scholarship programs, collaborative projects, and discussions with scholars from around the world. Multilingualism has thus not only enriched my academic journey but also reinforced my commitment to lifelong learning and intellectual curiosity.

## 4.2 Pembahasan

The findings of this research contribute to the growing body of literature on the relationship between multilingual skill and international relations in the lens of a polyglot. By exploring the personal narratives of a polyglot, this research highlights three main motivations for multilingualism: personal, professional, and academic base. These results align with the former existing research (Noprival, Rafli, & Nuruddin, 2021) that underscores the value of multilingualism from polyglot motivations in fostering global understanding and enhancing international communication. However, this study also provides nuanced insights into the specific ways multilingualism impacts individuals' ability to navigate and contribute to international relations.

In personal context, a study by Dewaele, Heredia, and Cieślicka (2020) demonstrated that languages connect the family and the children who got exposure of particular languages within a family, had specialized those languages. In addition, a study stated similar finding that the multilingual skill can maintain L1 and L2 within a family. This current study adds the point and emphasizes the role of foreign languages in keeping a friendship or creating relationship with international people (Nguyen, et al, 2023). Another previous study supported the notion of languages as a bridge to personal connection that highlighted 'students developed social networks that were either tilted, balanced, or isolated, with different values' (Li, Zhang, & Zheng, 2024. P.1). The current study is in regards with former result that a polyglot with the multilingual skill enlarges the broader network with various multinational people. However, the personal narratives in this study suggest that multilingualism goes beyond pragmatic communication in the internal settings and acting more as a vehicle for deeper cultural understanding with international society. This study extends this argument by showing how multilingualism facilitates not just interpersonal connections but also broader social and emotional connections across cultures, fostering greater solidarity in international contexts.

The professional advantages of multilingualism were another key theme in this research, echoing findings from previous studies that emphasize the importance of language skills in professional work and productive earnings. Love (2014) gave an example of immigrants in Italy to gain language testing as part of language skill proof to settle and work in the country. Similarly, the narratives from the polyglot participant revealed how the language skills and certifications opened doors to career opportunities such as being language teacher, book author and translator. In the US, for example, the 93 % employees of 2,100 people had selected applicants who can serve customers from a range of different countries and cultures and 66% requires foreign language skills when hiring new employees (Damari, et al, 2017). Another study by Brandt and Lagemann (2022) revealed that the awareness of the multilingual skills importance is increasing among students in realizing their personal career aspirations. These findings resonate with this current research that highlights how multilingualism fosters cross-border professional networks, facilitating cooperation and the smooth exchange of ideas in international settings. This study reinforces the idea that multilingualism is not just a personal asset but a professional necessity in a globalized world, enabling individuals to engage more effectively with diverse international stakeholders.

The academic motivation to learn languages and the benefits associated with multilingualism in academia were also central to this research. The findings are consistent with former research by Curry and Lillis (2024) which explored how English as international language plays important role in writing publication and as a science language. The multilingualism enhances access to international academic resources and facilitates participation in global research communities. It is also in line with the study of Cavazos (2015) that mentioned the scholarship awardees abroad experienced ‘the academic engagement with language difference is diverse, which suggests a reconceptualization of traditional views of bilingual or multilingual practices’. Another perspective from faculty members that language-related phenomena in a college involved language mixing and parallel language use that revealed complex multilingual interactions within university

context (Pérez-Llantada, 2018). The ability of mastering many languages in this study highlighted how multilingualism enabled the author to engage with a wider range of academic world, collaborate with scholars from diverse linguistic backgrounds, and contribute to create global programs between two countries. This reflects the narratives in this study that multilingualism enhances the capacity for critical thinking and facilitates a deeper understanding of global phenomena, which are essential for academic success in the field of international relations.

However, this study extends previous research by emphasizing the deeply personal motivations behind language learning and its long-term effects on personal and professional development. While previous studies have largely focused on the utilitarian aspects of multilingualism, this research highlights how individuals' personal stories and motivations shape their engagement with international relations, offering a more holistic perspective on the role of multilingualism.

## **BAB V**

### **PENUTUP**

#### **5.1 Kesimpulan dan Saran**

In conclusion, the results of this study confirm that multilingualism plays a crucial role in enhancing international relations through personal, professional, and academic lenses. These research outcomes support the growing recognition of multilingualism as a strategic asset in global communication, negotiation, and international cooperation. Building on recent research, this study emphasizes how multilingual individuals are uniquely positioned to foster intercultural understanding, facilitate professional opportunities, and contribute to academic advancements in international relations. Future research could further explore the ways in which multilingualism is integrated into educational and policy frameworks to better equip individuals for the challenges and opportunities of an increasingly interconnected world. Policymakers and educators should consider the promotion of multilingual education as a means of fostering more effective international collaboration and engagement across disciplines.

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# LAMPIRAN

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