

Universitas PGRI Sumatera
Barat, Indonesia

E-mail:
edwarkemal@gmail.com
putraalyanifahmi@gmail.com
suharnithalib5@gmail.com
muhammadikramnew325@gmail.com

This work is licensed under a
Creative Commons Attribution-
ShareAlike 4.0 International License.

Exploring the Roles of Language for Business and Communication: A Case Study of Students of the Faculty of Society Science and Literature, Fatoni University

Edwar Kemal, Fuaddilah Putra, Suharni, Muhammad Ikram

Abstract

The ASEAN Economic Community (AEC) has had a significant impact on ASEAN countries by promoting regional economic integration, trade, investment, and labor mobility. Through the AEC, ASEAN member states have greater opportunities to access regional markets, attract foreign investment, expand businesses, and strengthen cooperation among countries. This research used qualitative research using case study design. Population of the research was the students of Faculty of Society Science and Literature. Samplings of the research were three students of Faculty of Society Science and Literature, Fatoni University, Thailand. Data were collected by using interview questions through the semi structured interview. Data were analyzed by using thematic analysis. The research finds that language plays four main roles in communication and business: (1) language as a medium of communication, (2) language as a tool for business and marketing, (3) language as a means of persuasion, and (4) language as an expression of cultural and national identity. As a medium of communication, language enables individuals to exchange information, express ideas, and build relationships. As a tool for business and marketing, language helps businesses promote products, communicate with customers, and develop brand images. As a means of persuasion, language can influence consumers' attitudes, interests, and purchasing decisions.

Keywords: Business and Communication, Fatoni University, Language, Student, Society Science and Literature Faculty.

Abstrak

Masyarakat Ekonomi ASEAN (MEA) telah memberikan dampak yang signifikan terhadap negara-negara ASEAN dengan mendorong integrasi ekonomi regional, perdagangan, investasi, dan mobilitas tenaga kerja. Melalui MEA, negara-negara anggota ASEAN memiliki peluang yang lebih besar untuk mengakses pasar regional, menarik investasi asing, mengembangkan usaha, serta memperkuat kerja sama antarnegara. Penelitian ini menggunakan metode penelitian kualitatif dengan desain studi kasus. Populasi penelitian adalah mahasiswa Fakultas Ilmu Sosial dan Sastra, Fatoni University, Thailand. Data dikumpulkan melalui pertanyaan wawancara dengan menggunakan wawancara semi-terstruktur. Data dianalisis menggunakan analisis tematik. Hasil penelitian menunjukkan bahwa bahasa memiliki empat peran utama dalam komunikasi dan bisnis, yaitu: (1) bahasa sebagai media komunikasi, (2) bahasa sebagai alat bisnis dan pemasaran, (3) bahasa sebagai sarana persuasi, dan (4) bahasa sebagai ekspresi identitas budaya dan nasional. Sebagai media komunikasi, bahasa memungkinkan individu untuk bertukar informasi, menyampaikan gagasan, dan membangun hubungan. Sebagai alat bisnis dan pemasaran, bahasa membantu pelaku usaha dalam mempromosikan produk, berkomunikasi dengan pelanggan, dan membangun citra merek. Sebagai sarana persuasi, bahasa dapat memengaruhi sikap, minat, dan keputusan pembelian konsumen.

Kata kunci: Bisnis dan Komunikasi, Fatoni University, Bahasa, Mahasiswa, Fakultas Ilmu Sosial dan Sastra.

1. INTRODUCTION

The ASEAN Economic Community (AEC) has had a significant impact on ASEAN countries by promoting regional economic integration, trade, investment, and labor mobility. Through the AEC, ASEAN member states have greater opportunities to access regional markets, attract foreign investment, expand businesses, and strengthen cooperation among countries. The integration also encourages greater movement of skilled

workers, goods, services, and capital across ASEAN countries, creating new employment and business opportunities. However, the implementation of the AEC also creates challenges, particularly increased competition among local businesses and workers. Countries with stronger economic, technological, educational, and human-resource capacities may gain greater advantages, while countries with limited resources may face difficulties in competing. Therefore, improving education, professional skills, digital literacy, entrepreneurship, and foreign-language proficiency, particularly English, is important for ASEAN countries to maximize the benefits of the AEC and remain competitive in the regional market (R. et al., 2017; Ngatno, 2020).

Furthermore, language plays a fundamental role in communication because it enables individuals to express ideas, exchange information, share feelings, and build relationships with others. In the context of ASEAN integration, language is increasingly important for facilitating communication among people from different linguistic and cultural backgrounds. Effective language skills, particularly in English as a widely used international language, can help students, professionals, entrepreneurs, and business actors communicate with partners from other ASEAN countries. Good communication also reduces misunderstandings, supports collaboration, and strengthens mutual understanding across cultures. Therefore, language proficiency is an essential skill for participating in education, employment, business, and international cooperation in the ASEAN community (Larasati, 2018; Widiyana, 2019).

One of the familiar languages used in the AEC is English. English plays an important role as a means of communication in the ASEAN region. As ASEAN countries have different national and local languages, English is widely used as a common language to facilitate communication among people from different countries (Supena, 2024). It enables students, academics, businesspeople, professionals, and government institutions to exchange ideas, share information, and establish cooperation across national and cultural boundaries. In the context of the ASEAN Economic Community (AEC/MEA), English proficiency is increasingly important because it supports international business, education, employment, tourism, and professional networking. Therefore, developing English communication skills can help ASEAN citizens participate more effectively in regional and global activities (Damaiyanti et al., 2022).

In addition, Indonesian plays an important role in the ASEAN Economic Community (AEC) because Indonesia is one of the largest economies and markets in Southeast Asia. Although English is commonly used as the working language for cross-border communication, Indonesian has increasing potential as a regional language, particularly in trade, tourism, education, cultural exchange, and business activities involving Indonesia. The growing interest of foreign students, tourists, entrepreneurs, and investors in Indonesia creates opportunities for Indonesian to be learned and used as a means of communication. In addition, proficiency in Indonesian can help ASEAN business people understand Indonesian consumers, negotiate with local partners, promote products, and develop stronger business relationships (Tay & Tijaja, 2017). Therefore, Indonesian is not only a symbol of national identity but also has strategic economic value in strengthening Indonesia's participation and competitiveness within the AEC.

Therefore, effective language enables individuals and organizations to exchange information, express ideas, negotiate, build relationships, and develop trust with customers, partners, and other stakeholders. In business, the appropriate use of language can influence how products, services, and brands are perceived by consumers. Clear and persuasive communication is particularly important in marketing, advertising, customer service, negotiations, and international business. In the context of the ASEAN Economic Community (AEC), language skills become even more important because businesses increasingly interact with people from different linguistic and cultural backgrounds. Therefore, proficiency in languages such as English and Indonesian can provide valuable advantages for students, entrepreneurs, and professionals seeking to participate in regional and international business activities (Sa-Ngiamwibool & Wisaeng, 2021).

It is true that communication plays a crucial role in the development of the ASEAN Economic Community (AEC) because ASEAN brings together countries with diverse languages, cultures, economic systems, and social backgrounds. Effective communication enables governments, businesses, educational institutions, and communities to exchange information, establish partnerships, negotiate agreements, and develop cross-border cooperation. English functions as the main common language for much regional and international communication, while national languages, including Indonesian, remain important for communication with local communities and markets. In business, effective communication helps entrepreneurs understand consumer needs, promote products, negotiate with partners, and build trust across cultural boundaries. Therefore, strong communication skills and intercultural awareness are essential for students and

professionals to take advantage of educational, employment, and business opportunities within the AEC (Paulsrud & Toth, 2019).

Business in the ASEAN Economic Community (AEC) has expanded opportunities for companies and entrepreneurs to access wider regional markets, develop partnerships, attract investment, and exchange goods and services across Southeast Asia. The integration of ASEAN economies encourages businesses to compete not only in their domestic markets but also in the broader regional market. This situation creates opportunities for small and medium-sized enterprises (SMEs) to promote local products, develop international networks, and reach consumers from other ASEAN countries. However, businesses also face challenges, including strong competition, differences in consumer behavior, regulations, culture, and language. Therefore, business success in the AEC requires not only entrepreneurial and financial capabilities but also effective communication, digital skills, cultural understanding, and foreign-language proficiency (Valentina & Tengku Rika, 2016).

The development of Indonesian language and English learning at the Faculty of Social Sciences and Literature, Fatoni University, Thailand, is increasingly important in supporting students' academic, professional, and intercultural communication skills. English provides students with access to international academic resources and enables communication with people from different countries, particularly within the ASEAN region. Meanwhile, Indonesian language learning offers students an opportunity to understand Indonesian society, culture, literature, and economic activities, while also strengthening people-to-people connections between Thailand and Indonesia. Through language learning, students can develop not only linguistic competence but also intercultural awareness, communication skills, and an understanding of the social and cultural contexts of neighboring ASEAN countries. This development can be strengthened through interactive learning, collaborative projects with Indonesian universities, student and lecturer exchanges, guest lectures, cultural activities, and the use of digital learning platforms. Consequently, Indonesian and English language education at Fatoni University can contribute to preparing students to participate more actively in ASEAN academic, social, cultural, and business networks (Rahmat et al., 2024).

Next, from the students' point of view, Indonesian and English are valuable languages for communication and business in the ASEAN context. English is viewed as an important international language that enables students to communicate with people from different countries, access global information, participate in international academic activities, and develop business networks. Meanwhile, Indonesian is considered useful for communicating with Indonesian people and understanding Indonesia's culture, society, consumer behavior, and business environment. For students at the Faculty of Social Sciences and Literature, Fatoni University, learning both languages can provide broader opportunities for cross-border communication, education, employment, tourism, and entrepreneurship. Students may also see language proficiency as a competitive advantage because effective communication can help them build relationships, promote products and services, negotiate with business partners, and understand customers from different cultural backgrounds. Therefore, learning Indonesian and English is not only about mastering vocabulary and grammar but also about developing practical communication skills and intercultural competence needed to participate in the ASEAN Economic Community (Jindapitak & Teo, 2013; Tiawati, 2016).

Some researchers have analyzed the role of language in communication and business. First is Fransisca (2023), analyzing that the Indonesian language is very important in everyday life. The research was conducted qualitatively by using the CLT method. The research shows that the existence of a language social interaction will work well, due to the presence of communication and mutual relations with each other. If humans have used Indonesian properly and correctly in accordance with its functions, it will affect the character of the human being. Second is Ramadani (2024), analyzing the function of language by the main characters in the Luca film. This qualitative research method involves transcribing, taking notes, and categorizing using a table as the instrument. The data were obtained from two sources: primary data in the form of audiovisual content from the Luca film, and secondary data gathered from reputable online sources such as journals, e-books, and scholarly articles related to language functions, which supported and complemented the primary data. The findings revealed five types of language functions present in 72 dialogues spoken by the main character. These included 28 expressive functions (39%), 16 directive (22%), 4 poetic (6%), 3 phatic (4%), and 21 referential (29%) functions. No metalinguistic functions were identified. The implications of these findings indicate that expressive and referential functions dominate the character's communication, suggesting that emotional expression and information delivery are central to the film's narrative. Third is Zhou et al. (2025), examining the heterogeneity of the selected students' global

competence. The research used quantitative research using a questionnaire. The research shows that secondary school students' global competence can be categorized into one of four potential categories. They are limited awareness and engagement, emerging awareness and engagement, developed cognition and moderate engagement, and highly developed and globally engaged. They have the highest number in the developed cognition and moderate engagement group and the lowest number in the limited awareness and engagement group.

The existing studies demonstrate that language has an important role in social interaction, communication, and the development of students' global competence. Fransisca (2023), for example, focused on the importance of the Indonesian language in everyday life and found that effective social interaction depends on communication and mutual relationships. However, the study primarily examined Indonesian in the context of everyday social interaction, rather than its specific role in business communication or in an ASEAN higher-education context. Similarly, Ramadani (2024) investigated language functions through the dialogues of the main character in the *Luca* film. Although the study identified expressive, directive, poetic, phatic, and referential functions, its focus was on language functions in fictional audiovisual discourse, rather than students' perceptions and experiences of using language for real-life communication and business purposes. Meanwhile, Zhou et al. (2025) examined students' global competence using a quantitative questionnaire and categorized students according to their levels of awareness, cognition, and engagement. However, the study did not specifically investigate the role of language as a tool for communication and business within the ASEAN context. Thus, there remains a gap concerning how students perceive the practical roles of language, particularly Indonesian and English, in facilitating communication, business interaction, and participation in the ASEAN community.

The novelty of the present study lies in its focus on the roles of language for both communication and business from the students' perspectives. Unlike previous studies that examined language in everyday interaction, language functions in films, or students' global competence, this study investigates how students understand and perceive the practical value of language in communication and business activities. Furthermore, the study is situated in a specific ASEAN context, namely the Faculty of Social Sciences and Literature at Fatoni University, Thailand, providing a cross-cultural and regional perspective that is relatively underexplored in previous studies. The study uses semi-structured interviews to obtain in-depth information about students' experiences, perceptions, and understanding of the roles of Indonesian and English in communication and business. Purposive sampling is used to select students who are considered relevant to the research objectives. Therefore, the study contributes new empirical insights into language learning and use in an ASEAN higher-education context and highlights the potential of language proficiency, particularly Indonesian and English, as a means of strengthening intercultural communication, business interaction, academic cooperation, and regional connectivity within the ASEAN Economic Community (AEC).

This study is significant because it provides a deeper understanding of the roles of Indonesian and English as languages for communication and business from the perspective of students at the Faculty of Social Sciences and Literature, Fatoni University, Thailand. The significance of the study can be viewed from the following aspects. Theoretically, this study contributes to the development of knowledge in the fields of sociolinguistics, language education, communication, and business communication. It expands the discussion of language functions by examining language not only as a means of social interaction but also as a practical tool for business activities, intercultural communication, and regional cooperation within the ASEAN context. For the educational context, the findings can provide useful information for lecturers and language educators at Fatoni University and other higher education institutions regarding students' needs and perceptions of Indonesian and English. The findings may support the development of language-learning materials and teaching strategies that emphasize practical communication, business communication, intercultural competence, and real-world language use. Meanwhile, for the practical context, the study can help students recognize the importance of Indonesian and English for their future academic, professional, and business activities. Improved language competence can provide students with greater opportunities to communicate with people from different cultural backgrounds, establish professional networks, participate in international programs, and engage in ASEAN-related business activities.

In order to clarify the research, the study is guided by the following research question: what are the roles of languages for business and communication for students of the Faculty of Society Science and Literature, Fatoni University?

2. RESEARCH METHODS

Research Design

This study employed a qualitative research approach using a case study design to explore the roles of language in business and communication among students of the Faculty of Social Sciences and Literature at Fatoni University. The case study design was selected to obtain an in-depth understanding of how students perceive, use, and experience language as a means of communication and as a tool for business activities within their academic and social contexts. Qualitative data were collected from the participants through appropriate instruments, such as interviews, observations, and documentation, and were analyzed descriptively to identify emerging themes related to the functions, benefits, challenges, and importance of language in business and communication (Hidayat et al., 2025; Seiler, 2024).

Data Collection Technique

The data were collected through semi-structured interviews using a set of interview questions developed based on the objectives of the study. The semi-structured interview allowed the researcher to ask predetermined questions while providing flexibility to explore participants' responses in greater depth. This technique was used to obtain detailed information about students' perceptions, experiences, and understanding of the roles of language in business and communication. Follow-up questions were also asked when necessary to clarify participants' responses and gain more comprehensive data (Kemal & Imelwaty, 2024).

Research Participants

The participants of this study were students from the Faculty of Social Sciences and Literature at Fatoni University. The participants were selected using purposive sampling, as they were considered relevant to the objectives of the study and able to provide information about the role of language in business and communication. The selection of participants was based on predetermined criteria, including their status as students of the Faculty of Social Sciences and Literature and their experience or knowledge related to the use of language in communication and business contexts.

Data Analysis Technique

The data were analyzed using thematic analysis to identify, organize, and interpret the main themes emerging from the participants' responses. The analysis involved several stages, including reviewing the interview data, identifying significant statements, coding relevant information, grouping similar codes into categories, and developing broader themes related to the roles of language in communication and business. Through this process, the researcher identified patterns in the participants' experiences and perspectives and interpreted them based on the research objectives (Dewi & Siregar, 2022; Hidayat et al., 2025).

3. RESULTS AND DISCUSSION

The research findings are drawn from the interview questions concerning the students' perspectives about the roles of language for communication and business. The findings are presented in four themes, followed by an overall discussion.

3.1. Language as a Medium of Communication

Language serves as a fundamental medium for communication because it enables individuals to convey ideas, information, feelings, opinions, and intentions to others. In the context of business and everyday communication, language allows people to establish mutual understanding and maintain relationships. Indonesian plays an important role in communication among Indonesian speakers because it provides a common language for exchanging information clearly and effectively. Meanwhile, English serves as an important medium for communication in international contexts, particularly when individuals interact with people from different linguistic and cultural backgrounds. In business, language is not only used to exchange information but also to build trust, negotiate, provide services, promote products, and maintain relationships with customers and business partners. Indonesian is particularly useful for communicating with local

customers because it is familiar and easily understood, while English can facilitate communication with international customers, partners, and organizations. Therefore, both Indonesian and English have complementary roles as media of communication, depending on the target audience, context, and purpose of the interaction.

It means that the participants' responses indicate that Indonesian and English function as important media of communication in both local and international contexts. The findings show that the participants use Indonesian to communicate with Indonesian friends and social networks, while English is used to interact with people from different countries. The use of both languages is also evident in social media communication, demonstrating their flexibility across interpersonal and digital communication contexts. Therefore, Indonesian and English play complementary roles in facilitating social interaction, maintaining relationships, and expanding communication beyond national and linguistic boundaries. These findings suggest that students' ability to use both languages can support effective communication with local communities as well as international networks.

3.2. Language as a Tool for Business and Marketing

Language plays an important role as a tool for business and marketing because it enables businesses to introduce products or services, communicate with customers, promote products, and persuade potential consumers. Through appropriate language choices, businesses can create clear and attractive messages that influence customers' perceptions and purchasing decisions. Indonesian is particularly useful for reaching local consumers because it is widely understood and allows businesses to communicate product information in a familiar and accessible way. Meanwhile, English can be used to support marketing activities aimed at international audiences and to create a more global image for products or brands.

The participants of the research also support the above information. P1 stated that *"for product right now, English is very important for the brand image"*. P2 described that *"for business reasons, English is better than other language for promotion"*. P3 commented that *"for the international customers, English information is better than our language"*.

It can be inferred that the participants' responses demonstrate that **English plays a significant role in business and marketing**, particularly in building brand image, promoting products, and communicating with international customers. The findings indicate that participants perceive English as a more appropriate language for creating an international and professional image and for reaching a wider market. Therefore, English functions not only as a medium of communication but also as a **strategic marketing tool that supports branding, product promotion, and access to international consumers**.

3.3. Language as a Means of Persuasion

Language functions as an important means of persuasion in business and communication because it can influence people's attitudes, perceptions, and decisions. In business contexts, persuasive language is commonly used to attract customers, promote products or services, build trust, and encourage consumers to make purchasing decisions. The choice of words, expressions, and communication style can make a product appear more attractive, valuable, and trustworthy. Indonesian can be used to persuade local consumers through familiar and easily understood expressions, while English can create an international, modern, and professional impression, particularly in branding and promotional activities. In the context of the present study, the use of Indonesian and English for persuasive purposes demonstrates that language is not merely a tool for delivering information but also a strategic instrument for influencing audiences. English may be particularly persuasive when businesses seek to appeal to international consumers or establish a global brand image, whereas Indonesian may be more effective when targeting local consumers who are more familiar with the language and cultural context. Thus, the effectiveness of persuasive language depends on the target audience, communication context, purpose, and appropriate choice of language.

The above information is also supported by the participants, where P1 argued that *"language can influence people to buy or use the products offered"*. P2 said that *"language used on the product inspires people to interact with the product"*. P3 described that *"each language will affect the native of the language in relation to product brand or image"*.

It can be inferred that the findings indicate that language plays a significant role in influencing consumers' attitudes, interactions, and purchasing decisions in business contexts. The participants' responses

demonstrate that the use of appropriate and persuasive language can attract consumers' attention, encourage them to interact with products, and influence their decisions to buy or use the products offered. P1 emphasized that language can influence people to buy or use products, while P2 highlighted that the language used on products can inspire consumers to interact with them. Similarly, P3 explained that the use of a particular language can influence native speakers of that language in relation to a product's brand or image. Therefore, language is not merely a means of conveying information but also functions as an important marketing tool for building product appeal, strengthening brand image, and establishing relationships with consumers. The findings confirm that effective language use is essential for supporting successful communication and business activities.

3.4. Language as Cultural and National Identity

Language serves as an important marker of cultural and national identity because it reflects the values, traditions, history, and collective experiences of a particular community. Through language, people express their cultural heritage, maintain traditional knowledge, and strengthen their sense of belonging to a society or nation. The use of a national language also contributes to unity by providing a common means of communication among people from different ethnic, regional, and cultural backgrounds. In addition, local and indigenous languages preserve unique cultural perspectives and practices that may not be fully represented in other languages. Therefore, maintaining and using language, particularly in education, social interaction, and public life, is essential for preserving cultural heritage and strengthening national identity in an increasingly globalized world.

The participants also agree about the information, where P1 stated that *"every language shows our nationality in front of people"*. P2 described that *"we must respect our culture and one of the ways is from our language"*. P3 stated that *"to promote our product to customers, we can use our local language and international language"*.

It can be concluded that the participants' responses further support the view that language plays an important role in expressing cultural and national identity. P1 indicated that language can represent and communicate a person's national background and cultural identity. Similarly, P2 emphasized that the use and preservation of language are forms of cultural respect. Meanwhile, P3 highlighted the practical role of language in promoting products, demonstrating that the use of local and international languages can simultaneously preserve cultural identity and facilitate communication with broader markets. Therefore, language functions not only as a means of communication but also as a symbol of cultural heritage, national identity, and a strategic tool for connecting local culture with the global community.

3.5. Discussion

From the findings, it can be concluded that language plays four main roles in communication and business: (1) language as a medium of communication, (2) language as a tool for business and marketing, (3) language as a means of persuasion, and (4) language as an expression of cultural and national identity. As a medium of communication, language enables individuals to exchange information, express ideas, and build relationships. As a tool for business and marketing, language helps businesses promote products, communicate with customers, and develop brand images. As a means of persuasion, language can influence consumers' attitudes, interests, and purchasing decisions. Finally, language reflects and preserves cultural and national identity by representing the values, traditions, and characteristics of a particular community. Thus, these four roles demonstrate that language is not only essential for everyday communication but also has an important strategic and cultural function in business activities.



Figure 1. Certificate for the Keynote Speaker



Figure 2. Presentation Delivery

4. CONCLUSION

Language is very important in human life, particularly in communication and business. It serves as a medium for expressing ideas, sharing information, building relationships, and creating mutual understanding among individuals. In the business context, effective language use helps businesses communicate with customers, promote products and services, persuade consumers, and establish positive relationships with business partners. Therefore, appropriate and effective language is essential for achieving successful communication and supporting business activities. In addition, language also reflects cultural and national identity, making it an important element in maintaining cultural values while interacting in an increasingly globalized business environment.

ACKNOWLEDGEMENTS

The researchers thank Fatoni University, Thailand, and also the Board of Trustees for giving time and place to conduct the community service and research. They also address their appreciation to the LPPM of UPGRISBA for administering the community service permit.

REFERENCES

- Damaiyanti, M., Yulastri, D., Sumira, S., Kemal, E., & Rahmat, W. (2022). Blended Learning Model for Writing Courses on Media in Era 4.0 (Model Blended Learning untuk Mata Kuliah Menulis Pada Media di Era 4.0). *Indonesian Language Education and Literature*, 8(1), 16. <https://doi.org/10.24235/ileal.v8i1.9954>
- Dewi, U., & Siregar, F. R. (2022). Exploring Students' Interests and Challenges in Writing Fiction in Creative Writing Class. *IJEE (Indonesian Journal of English Education)*, 9(2), 358–371. <https://doi.org/10.15408/ijee.v9i2.28372>
- Fransisca, V. (2023). The Role, Function, and Position of Language. *Eduvest – Journal of Universal Studies*, 3(1), 297–301.
- Hidayat, R. A. U., Setyarini, S., Gustine, G. G., & Hermawan, B. (2025). A qualitative case study of critical literacy in boosting EFL students' critical language awareness: Critical literacy in teaching exposition text and its impacts. *Journal on English as a Foreign Language*, 15(1), 342–366. <https://doi.org/10.23971/jefl.v15i1.9680>
- Jindapitak, N., & Teo, A. (2013). Accent priority in a Thai university context: A common sense revisited. *English Language Teaching*, 6(9), 193–204. <https://doi.org/10.5539/elt.v6n9p193>
- Kemal, E., & Imelwaty, S. (2024). How the Local Government Promote Their Tourism Destination Toward Advertisement: A Case Study of Translation. *Cirebon International Conference on Education and Economics (CICEE)*, 61–66.
- Larasati, Z. (2018). Dampak Masyarakat Ekonomi ASEAN (MEA) bagi Indonesia. *Ruangguru.com*. <https://www.talenta.co/blog/insight-talenta/jelaskan-apa-manfaat-mea-bagi-indonesia-dan-negara-negara-asean-lainnya/>
- Ngatno. (2020). Effects of the ASEAN Economic Community (AEC) on Indonesian exports and imports to ASEAN countries. *International Journal of Innovation, Creativity and Change*, 12(7), 55–72.
- Paulsrud, B. A., & Toth, J. (2019). English as a medium of instruction. *The Routledge Handbook of Translation and Education*, 143–155. <https://doi.org/10.4324/9780367854850-10>
- R., C., G., W., & I. W., B. (2017). *Implications of the ASEAN Economic Community (AEC) for trans-boundary agricultural commodities, forests and smallholder farmers*, 178. <https://doi.org/10.17528/cifor/006508>
- Rahmat, W., Tiawati, R. L., Rahardi, R. K., & Saaduddin, S. (2024). How international students can well understand adapted online collaboration project? The case of BIPA learners. *Journal of Pedagogical Research*, 8(1), 143–158. <https://doi.org/10.33902/JPR.202423689>
- Ramadani, R. A. (2024). Analysis of language functions used in Luca films. *Ellite: Journal of Education, Linguistics, Literature and Language Teaching*, 1–6.
- Sa-Ngiamwibool, A., & Wisaeng, K. (2021). ASEAN Economic Community and its impacts: Opportunities, challenges, and implications for higher education. *Problems and Perspectives in Management*, 19(3), 247–260. [https://doi.org/10.21511/ppm.19\(3\).2021.21](https://doi.org/10.21511/ppm.19(3).2021.21)
- Seiler, S. (2024). Post-qualitative inquiry. In *Encyclopedia of Sport Management* (2nd ed.). Sage Publications, Inc. <https://doi.org/10.4337/9781035317189.ch430>
- Supena. (2024). Peran Bahasa Inggris dan Bahasa Indonesia Sebagai Alat yang Penting di Era Globalisasi. *Literasi Kita Indonesia*, 5, 71–76.
- Tay, S. S. C., & Tijaja, J. P. (2017). Global Megatrends: Implications for the ASEAN Economic Community. In *The ASEAN Secretariat*. https://asean.org/storage/2017/09/Global-Megatrends-Implications-for-the-AEC_FULL.pdf
- Tiawati, R. L. (2016). Jurnal Gramatika: Jurnal Penelitian Bahasa dan Sastra Indonesia. *Gramatika STKIP PGRI Sumatera Barat*, 1, 29–44.
- Valentina, T. R., & Putera, R. E. (2016). ASEAN Economic Community (AEC): Indonesian politic of trade in contending with the simple market based production. *Researchers World: Journal of Arts, Science and Commerce*, 7(1), 82–87. [https://doi.org/10.18843/rwjasc/v7i1\(1\)/09](https://doi.org/10.18843/rwjasc/v7i1(1)/09)
- Widiyana, P. (2019). The role of Indonesia in the ASEAN Economic Community. *International Journal of Business, Economics and Law*, 18(4), 14–18. www.asean.org
- Zhou, M., Wang, X., & Wang, R. (2025). Foreign language learning's role in the development of global competence: A latent profile analysis. *Acta Psychologica*, 254.