

LANGUAGE SKILLS AND SUCCESSFUL MISSION OF UN PEACEKEEPERS: A CASE STUDY OF ACEHNESE POLICEWOMEN

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Abstract: UN peacekeeping operations rely on international cooperation to constitute competitive female peacekeepers. Meanwhile, Indonesia is an active contributor to global peace, yet its women peacekeepers dealt with linguistic challenges to participate in peacekeeping missions in French-speaking countries. This article investigates the exhaustive intellectual and physical performances of a policewoman from Banda Aceh to take part in the MINUSCA (United Nations Multidimensional Integrated Stabilization Mission in the Central African Republic) 2020-2021. This paper aims to illustrate the theory of feminism by using a descriptive qualitative analysis. In UN peacekeeping missions, having female peacekeepers is crucial for ensuring gender-balanced representation. This study describes how the determinism of the female gender through personal commitment, self-engagement, and motivation is as valuable as the male gender. The data are collected via recorded Zoom meetings. The findings revealed the components of French language proficiency for MINUSCA, learning activities, the Indonesian policewoman's experiences in learning French, and French language teaching and learning issues that needed to be addressed in Banda Aceh. In addition, this article underlines factual issues on the absence of an official French language academy in Banda Aceh. Addressing those issues will contribute to maximizing Indonesian human resources for global peace.

Keywords: Global Governance, UN Peacekeepers, Language Skills, Indonesian Policewoman, Banda Aceh.

INTRODUCTION

Due to the high level of conflict in the latter part of 2014, the UN Security Council decided to institute a United Nations Multidimensional Integrated Stabilization Mission in the Central African Republic (MINUSCA) to discourage open skirmishes. The decision to establish MINUSCA in the Central African Republic was influenced by the need to address the region's security and political instability (Korecki, 2019). The mission's mandate, extending state authority and countering spoilers, aligns with the stabilization concept but raises concerns about militarization and cooperation with the host state (Gilder, 2020). Similar concerns were raised in the context of MINUSMA in Mali, where the UN's consent-based

peacekeeping tool was questioned in the face of asymmetric terrorist attacks (Boutellis, 2015). The concept of stabilization in UN peace operations has been criticized for needing more clarity and potential to encompass a wide range of activities (Karlsruud, 2019). One of the integral tasks of MINUSCA is to provide security for civilians, implement a transitional democratic government, and adhere to the UN's principle of peacekeeping in conflict areas. It is through this that the UN demonstrates its unwavering commitment to peacekeeping.

Indonesia's motivation to be a member of peacekeeping operations and gain its prominent place in the United Nations (UN) proposed the creation of a National Formed Police Unit (FPU) to be sent to Central Africa

and be under the auspices of the MINUSCA or to Mali in what is going to be the MINUSMA.

However, Indonesian peacekeepers face a significant linguistic obstacle. Language policy development in Indonesia has successfully unified the country but has faced challenges in preserving indigenous languages and promoting English (Rahmi, 2016). The mandatory use of the national language in contracts, as seen in the case of Indonesia, can pose a significant obstacle to international contracting (Penasthika, 2019). The linguistic challenges Indonesian peacekeepers face are severe due to the need for French language training and resources in Indonesia, particularly in Banda Aceh City, Aceh Province. While Indonesia has made strides in unifying its national language, it has struggled with promoting foreign languages, including French. This deficiency becomes critical when deploying peacekeepers to French-speaking countries like the Central African Republic.

The absence of official French language academies in Banda Aceh exacerbates this problem, leaving peacekeepers needing more preparation for their linguistic demands. These factors collectively contribute to the significant linguistic obstacle faced by Indonesian peacekeepers. Therefore, regarding this linguistic limitation, agents are challenged to be knowledgeable in French, a foreign and non-officially taught language in Banda Aceh, Indonesia – the deployment location. This fact is somehow mirrored in the following research: Penasthika (2019) delves into the implications of Indonesia's insistence on using the national language in international contracts, emphasizing how this mandate can hinder international cooperation by potentially annulling agreements not drafted in Indonesian.

Rahmi (2016) delves into language policy development in Indonesia, highlighting challenges in promoting foreign languages such as English and French. The Indonesian context reveals that English is a compulsory subject at the secondary school level. Still, non-native English teachers face barriers like lack of training, insufficient academic literacy, and inadequate materials. Kelly (2011) explores the intricacies of institutional language policy within peacekeeping missions, emphasizing the need for a problem-solving

approach to comprehend the policies and practices of institutions involved in language-related matters.

Baker (2010) delves into the crucial role of language intermediaries, interpreters, and translators in war, emphasizing the significance of successful interlingual communication in peacekeeping operations. In addition, language plays a crucial role in conflict resolution and peacebuilding efforts, as highlighted by various scholars. For instance, Tiripelli's analysis (2022) of the Israeli-Palestinian peace process underscores how language in diplomatic discourse can influence peace achievements. Kovár (2022) emphasizes how metaphors and distinctive speech patterns can shape our perception of conflict, potentially fostering empathy and understanding.

Furthermore, McDermott and Craith (2022) stress the importance of ongoing dialogue in post-conflict settings to prevent language rights from becoming sources of antagonism rather than reconciliation. Appropriate language use is crucial in global peace initiatives to foster understanding, prevent tensions, and promote reconciliation. The discussions in these papers underscore the complexities and nuances involved in addressing language requirements in international missions and agreements, shedding light on the multifaceted nature of global peace and cooperation efforts.

Community schools offering Foreign Language (FL) classes are a method that can be used to stop the problem of language learning difficulty. Indonesians, as peacekeepers, obviously need to learn French to fulfill the mission. It will be their first trip towards learning French and attaining the skills required to speak it. However, no matter what context these new linguistic environments are surrounded by, they still engage in intensive language programs and are dedicated to learning this new language harshly. As mentioned earlier, the training helped them pass the French language proficiency exam, as this was a key factor for selection into the peacekeeping mission.

Peacekeeping is one of the most critical aspects that heavily depend on the linguistic competency and participation of the people, and it shows the importance of language when one wishes to accomplish a secure

environment that is acceptable to all. The importance of language in peacekeeping is underscored by Dijk, A. et al. (2008), who emphasize the need for linguistic skills and interpreters to enhance communication and collaboration. Whether to perceive it as just a job or an intrinsic part of peacekeeping capability as an agent of peace that can understand, speak, and work with the local population could be debated. Local language fluency is the step that helps in effective dialogue with the host and peacekeeping communities, getting to know each other and their cultures better, and, lastly, establishing the mission. Ugoji (2017) further highlights the role of language in conflict resolution and peace restoration, advocating for the use of appropriate language in global peace initiatives.

Baker (2010) and Kelly (2011) both explore the practical implications of language in peacekeeping, with Baker discussing the impact of interlingual communication on the working lives of interpreters and soldiers and Kelly examining the complexities of institutional language policy in peacekeeping operations. These studies collectively underscore the critical role of language in achieving a secure and inclusive peacekeeping environment. Language Valley appears with a bright spectrum, and analysis gets more interesting, especially when French is the only language spoken. The population is quite multicultural and diverse, making it an exciting place to live. UN peacekeeping operations work to achieve peace between clashing parties through peaceful negotiation mechanisms for the parties to contend with each other.

The functions performed by UN peacekeeping missions from the very first time and with principles of preventive diplomacy and collective security in mind are vital contributors to turning these areas into cold water and a guarantee for stability and security in these regions. Nonetheless, mission accomplishment covers supporters of political groups, disarmament, the rights of the people, and so many other facets of conflict; hence, they are multidimensional duties.

Peacekeeping forces that come either as military, police, or civilian components stick with the simple principles of consent, neutrality of the host state, and non-

interference in its internal affairs. The peacekeeping mission is multidimensional, outlining the tasks and challenges facing the peacekeeping mission and the blueprint for reforming the UN peacekeeping.

Among many noble motivations that UN peacekeeping operations have, they have to fight a number of working issues, which start with political problems and go up to the necessity of resources and of certain assumed risks. In the next place, some ill manners by the UN peacekeepers show that the UN should establish an exact justice and create a transparent system. In this way, the UN offers solutions to these threats and seeks to implement the lessons of its past missions. Indeed, this will help the UN achieve new and effective methods of conflict management.

In general, the Peacekeeping endeavors of the UN stand as a substantial peace-making tool for public health in regard to achieving global security goals and making peace successful all at all times. A show that peacekeepers can be built by surpassing linguistic boundaries, not running away from challenges, and remaining steadfast on fundamental ideals exemplifies the UN ceasefire and conflict-resolving efforts that have always remained strong.

This study holds significant relevance in peacekeeping studies, particularly concerning the participation of female police officers. By investigating the French proficiency test and implementation within MINUSCA, as well as the learning efforts of Indonesian policewomen in Banda Aceh, the study sheds light on a crucial aspect of peacekeeping operations. Managers can develop practical communication skills after recognizing ethics as a core value. In line with the rising realization of the significance of diversity and gender inclusivity during peacekeeping missions, it is crucial to take note of the challenges and experiences female police officers may encounter in language proficiency testing and preparation. Additionally, the researcher's qualitative analysis method, comprising online questionnaires, interviews, and thematic analysis of transcribed information, provides an in-depth and constructive review of the elements in a peacekeeping context.

Secondly, the adopted case study focuses on the experiences and efforts of

women police officers, which are relevant to gender equality as well as empowerment topics in peacekeeping operations. The analysis proceeds in this way as it sheds light on the women's unique issues and demonstrates their strategies for gaining proficiency in the languages they are taught. Not only does this highlight the condition of a gender-sensitive approach in peacekeeping training, but it also provides valuable lessons to policymakers and practitioners alike on improving the effectiveness of language training programs for female peacekeepers.

In summation, these equipping levels of women, the discourse of gender equality promotion, and fortune in peacekeeping missions' results show the way for curriculum development and policy-making for future forces training directed at peacekeeping. This study aims to describe the preparedness of Indonesian policewomen to fulfill the language requirements for MINUSCA by investigating the implementation of language teaching-learning theories and methods, as well as the activities and techniques involved in the learning process. Its purpose is to describe the Indonesian policewomen peacekeepers' preparedness to fulfill the MINUSCA.

Despite providing valuable insights into the linguistic challenges faced by Indonesian peacekeepers in the Central African Republic, this study has some limitations. First, it primarily relies on secondary sources and existing literature, which may need to fully capture peacekeepers' most recent developments and nuanced experiences on the ground. Second, the focus on a single case study of Indonesian peacekeepers limits the generalizability of the findings to other non-French-speaking peacekeeping contingents.

The study aims to describe the preparedness of Indonesian policewomen to fulfill the language requirements for MINUSCA by investigating the implementation of language teaching-learning theories and methods, as well as the activities and techniques involved in the learning process. Based on the problem formulation and problem above, this study aims to describe the Indonesian police-women peacekeepers' preparedness to fulfill the MINUSCA. In other words, this paper aims to investigate:

1. The language teaching-learning implementation of theories and methods.

2. The description of activities and techniques during the teaching-learning process.

METHOD

This study employs qualitative analysis to derive insights and interpretations from collected data regarding the MINUSCA's French proficiency test and its implementation and the learning activities and efforts undertaken by Indonesian policewomen in Banda Aceh to prepare for the test.

Data Collection

Two Indonesian policewomen were selected as respondents. The selection criteria were:

1. They must have a French proficiency level that is below or equal to B2 to understand the challenges and preparation strategies across the spectrum.
2. They must participate in official or non-official French language training programs, either within or outside of the police force, to assess the effectiveness of these programs.
3. In terms of geographic representation, they must come from Banda Aceh, considering regional differences in language training access and opportunities.

The participants were chosen based on specific characteristics crucial to the study, such as high motivation or unique experiences with MINUSCA mission's language preparation activities.

Instrumentation

The researcher conducted semi-structured interviews to investigate participants' experiences in learning French. Participants are Indonesian policewomen involved in the preparation for the MINUSCA's French proficiency test. Two Indonesian policewomen were selected upon their approval to participate as respondents to this study: one of the respondents (R1-Q) filled out a questionnaire while the other respondent (R2-Int.) participated in an interview. A Zoom meeting was conducted to facilitate

interactive discussions and interviews, ensuring comprehensive data collection.

In addition, the researcher has lived in Banda Aceh for five years and met the participants in person for this study. Being a citizen from a French-speaking country (Senegal), the researcher has been solicited to teach French during his Education at the University of Syiah Kuala, Banda Aceh, from 2017 to 2022.

The researcher, who has lived in Banda Aceh for five years and is familiar with the participants, facilitated the interviews.

Data Recording

Zoom meetings were recorded to capture the conversations, insights, and perspectives shared by the participants. The recorded data were transcribed into written text, ensuring accuracy and completeness, and the Consent Form was attached.

Data Analysis and Theme Identification (Content Analysis)

The researcher utilized content analysis techniques to analyze the transcribed data. Recurring themes, patterns, and key insights relevant to the research objectives were identified. Data were categorized and organized into thematic clusters based on the identified themes, facilitating a structured and systematic exploration.

Construction of Findings and Presentation of Themes

The identified themes and corresponding points were presented in tables, effectively summarizing the key findings derived from the data analysis. The thematic tables were compiled into the findings chapter, providing a comprehensive account of the collected data and its implications.

Discussion and Interpretation (Critical Discussions)

The researcher engaged in critical discussions of the identified themes, interpreting their significance and implications within the context of the research objectives. Connections between different themes were explored, and related issues were discussed to foster a deeper understanding of the scenario of Indonesian

policewomen’s preparation for the MINUSCA’s French proficiency test.

FINDINGS AND DISCUSSION

Components of the French Language test for the MINUSCA

Language proficiency is the ability to use language with a level of accuracy that transfers meaning in production and comprehension.

Language skills

A language generally has four basic skills: reading, writing, listening, and speaking. They are components of the French language test. To pass that test, the exam taker should prove their skills of reading and understanding a French text. They must demonstrate good listening and speaking skills to pass the interview. Also, they must be able to write a police report in French. The interviewee has confirmed four different language skills:

“Reading, listening, writing and speaking”

The following table displays the framework for evaluating language skills. It outlines that the evaluation of language skills (reading, listening, writing, and speaking) is essential for meeting the MINUSCA selection requirements and that these skills are part of the evaluation criteria. The conceptualization and categorization columns provide a framework for understanding and grouping these skills for the test.

Table 1. Test Elaboration

Language skills	Conceptualization	Categorization
Reading, listening, writing, and speaking	MINUSCA Selection Requirement	Skills in evaluation

Source: Data from the interview (R2-Int.)

Since French is the official language in Central Africa, the UN peacekeepers from Indonesia must prove their proficiency in reading, writing, listening, and speaking in French.

Reading comprehension

A text written in French is presented to be read. Readers are given limited time to retain information. They have to recall the

information they read to answer the questions related to the text. To the question, "Did the French language test include a reading comprehension activity?" the interviewee (R2-Int.) answered, "Yeah."

The table below details the reading comprehension component of the test. It describes the reading comprehension test, where candidates must read a French text and recall information. The interview data (R2-Int.) confirms the importance of understanding and retaining information.

Table 2. Test Elaboration

Reading comprehension	Conceptualization	Categorization
Text written in French	Identifying and recalling information from a text	Reading skills

Source: Data from the interview (R2-Int.)

The above table details the reading comprehension component of the test. This part of the test aims to assess the test taker's reading skills, which are not only limited to being able to read words. It's instead about being able to understand a text in various aspects: being able to identify its main idea and main information as well as the capacity to retain them as transferable patterns, whether by writing or speaking.

Writing a police report

This activity aims to evaluate the candidate's writing skills in the context of producing a police report. It consists of a detailed police report about a situation to present a written script on when, where, who, what, why, and how an event happened in time and place. The respondent (R2-Int.) confirmed the description of this report. The following table explains the writing skill component of the test. It outlines the evaluation of writing skills through writing a police report, highlighting the importance of communication in French.

Table 3. Test Elaboration

The ability to communicate in French, (reading and writing)	Conceptualization	Categorization
Writing a police report	Asking and sharing	Writing skills

information, communicating with victims

Source: Data from the interview (R2-Int.)

Listening and speaking skills

The UN peacekeepers use French to communicate with victims in the stabilization area like Central Africa. Moreover, their speaking skill is co-dependently related to their listening skill. An interview is conducted during the test to verify the prospects' listening and speaking abilities. This research's respondent (R2-Int.) has affirmed that fluency in French is a high requirement of the MINUSCA's French language test, as she said, "Yeah, that is right." This table covers the listening and speaking skills assessed during the test. It explains the assessment of listening and speaking skills via an interview in French, emphasizing the need for fluency.

Table 4. Test Elaboration

Listening and speaking skills	Conceptualization	Categorization
Interview in French	Practical skills	Professional tool of communication

Source: Data from the interview (R2-Int.)

The interview was conducted in French with a native speaker, and the examiner challenged the interviewees' listening and speaking skills since they had to listen to a native speaker. They must narrate their experience, education, and ambitions as well as introduce themselves in French.

Learning Activities

Learning environment

Environment influences learning abilities. In that sense, the environment settings can facilitate learners' exposure or present external learning difficulties, for example, in Banda Aceh (Indonesia), where this research's respondent studied the French language. It is not easy to meet somebody speaking French. The following table describes the learning environment for French in Banda Aceh. It highlights the challenges faced by learners in Banda Aceh due to the lack of French language exposure, as confirmed by respondent 2 (R2-Int.)

Table 5. French Learning Environment in Banda Aceh

Learner	Subject	Learning environment	Conceptualization
Indonesia n Police Woman living in Banda Aceh	French Language	Lack of French Language Exposure	Foreign Language Learning

Source: Data from the interview (R2-Int.)

In the interview conducted for this article, the respondent (R2-Int.) was a policewoman living in Banda Aceh. She had randomly met with an international student from Senegal (a French-speaking country in West Africa). This encounter was a big chance for her to improve her French.

The French language learning environment in Banda Aceh

In language learning, practicing the targeted language is necessary to improve such skills as speaking. During conversation, learners evaluate their pronunciation, practice their listening, and upgrade their speaking skills. French language, where learners of the French language face a lack of exposure, as confirmed by the respondent (R2-Int.):

Interviewer: "In fact, is it difficult to meet in person with qualified French language human resources in Banda Aceh?"

Interviewee (R2-Int.): "Yeah"

Table 6 below shows the difficulties in learning French in Banda Aceh. It outlines the external learning difficulties, the lack of qualified instructors, and the limitations local instructors face.

Table 6. Learning French in Banda Aceh

External learning difficulties	Native or qualified instructors	Regulations	Local instructors limits
Meeting with French language speakers in person	-No native instructors -Few University students from African-speaking countries	University students are not officially allowed to work	Speaking, Pronunciation, Fluency, and Pragmatics

Source: Data from the interview (R2-Int.)

In Banda Aceh, a stimulating learning environment is a non-existent. French

learners need help with benefiting from knowledgeable human resources. They desperately rely on university students who may master the targeted language but may not have the required teaching qualifications.

The French language teaching in Banda Aceh

To learn French in Banda Aceh, learners strive to find qualified teachers. After endless efforts, they found international students from the Universitas Syiah Kuala, as the respondent (R2-Int.) reported:

"I have learned the French language with a student in Unsyiah (Universitas Syiah Kuala). Right. I learned French with him in Senegal. I learned the French language for three months, maybe."

Table 7 below displays the qualifications of French language instructors in Banda Aceh. It compares the qualifications and teaching values of international and local instructors.

Table 7. Instructors' Teaching Qualifications in Banda Aceh

French language instructors in Banda Aceh	Backgrounds	Teaching Value	Limits
International student at USK	From a French-speaking country	Contextualized course contents, African Sociocultural experiences	Regulations, Teaching techniques
Local instructors	Have been in France for Education	French culture	Teaching techniques

Source: Data from interview (R2-Int.)

Two primary French language instructors exist in Banda Aceh. International students from Africa are more likely to study French. This choice is available since it is still hidden. Their teaching qualifications also count a lot. There are also local instructors. Those are Indonesians who have lived in France and have mastered the language. The problem with them is their pronunciation accuracy, teaching qualifications, and lack of experience in Africa. The fact of being an African offers learners the valuable experience of interacting with Africans and knowing that in this research, the learners targeted countries in Central Africa.

Course duration

In this context of limited learning conditions, the duration is no exception. The informal teaching-learning system offers an average of two months with interruptions in Banda Aceh. This is comprehensible because the instructors are busy with their studies. Others are rarely solicited for French teaching opportunities by *Bimbels* (*Bimbingan Belajar*/Course Institutions) that offer French courses. The interview revealed that concern:

Interviewer: "How long was the duration of the instruction?"
 Interviewee(R2-Int.): "Two months, maybe."

The following table outlines the structure and duration of French courses in Banda Aceh. This table presents the general contents and duration of French classes, as mentioned by the respondent (R2-Int.).

Table 8. French Course Presentation in Banda Aceh

Subject	Course general contents	Duration
French	-Translation -Conjugation -Pronunciation -Conversation	Two months

Source: Data from interview (R2-Int.)

The *Bimbels* are small private micro-institutions. They offer language courses and programs such as Math, TOEFL preparation, and reinforcement courses. The time reserved for French depends mainly on the instructors' availability—less than two months.

The Language Tutoring or "Bimbels"

There are micro-institutions in Banda Aceh that randomly offer French language courses. It is a small, very modest space that serves as an office with transformed rooms as classrooms in limited space. They generally need to have government-recognized school accreditation. Therefore, their program is free of officially recognized certification. This description matches the private language center where the respondent (R2-Int.) interviewed in this research took a French course.

Interviewer: "Where did you meet French instructors?"
 Interviewee (R2-Int.): "I met him in the language center."

Interviewer: "Do you mean *Bimbels*, a private micro-institution that offers language courses?"
 Interviewee (R2-Int.): "Yeah, language course."

Table 9 describes the *Bimbels* (private micro-institutions) offering French courses in Banda Aceh. It details the *Bimbels'* nature, educational programs, and business models.

Table 9. *Bimbels* in Banda Aceh

Description	Concept	Program	Business model
Transformed space into four classrooms and an office	-Private sector -Education	-Language course -Extra-curricular program -TOEFL preparation	-Registration fee -Regular class payment package -Private class payment package

Source: Data from interview (R2-Int.)

The *Bimbels* in Banda Aceh are business companies. They attract subscribers through good marketing, but their program contents, course duration, and instructors' qualifications do not professionally satisfy learners.

Learning materials

Learning materials mean any course materials developed, created, or used by micro-institutions (*Bimbels*) or students in connection with the facilitation or evaluation of student learning outcomes. The materials of instruction provided by the *Bimbel* in Banda Aceh, where this research's respondent (R2-Int.) is, are:

"There is book a and a soft copy file like a pdf file."

Table 10 lists the learning materials used in French courses in Banda Aceh. This table outlines the types and sources of learning materials used in French language courses, as described by the respondent (R2-Int.).

Table 10. French Language Learning Materials

Subject	MaterialDescription	Material providers	Material's contents
French language	Self-made materials: -Copied books -Hard copies -PDF soft files	-Senior French learners - <i>Bimbels</i> - Instructors -Internet	- Wordtranslation -Grammar points -Basic dialogues -Conjugation -French language for police officers'

purposes

some mock exams, reading comprehension, police report writing, French interviews, and listening.

Source: Data from interview (R2-Int.)

The learning materials are obviously poor in content. It is painful to obey teaching-learning theories. Their standardization is less flexible to generate enough knowledge input. Learners must add to these the learning materials by finding other appropriate learning materials.

Description of French learning activities in Banda Aceh

Challenges and commitment

Learning French in Banda Aceh is challenging. Language micro-institutions are more business-oriented considering their learning conditions, environment, lack of exposure, inappropriate materials, and non-qualified instructors. Learners must be armed with a strong commitment. To face those external difficulties, this article interview revealed that the interviewee (R2-Int.) was committed to doing extra classes with the student from Senegal:

R2-Int. said: "Every day, every night, I learn the French language before I test with Senegal people."

It is a fact that Banda Aceh is full of coffee shops (*Warkop*). Many of them surround the campus area, where students can benefit from Wi-Fi, rent a computer, or do homework while having coffee. Those stimulating places are appropriate for meetings and French language practice.

Motivation

Learners' motivation encourages them to become active during the teaching-learning process. Professional or personal objectives are familiar sources of motivation. For this subject study, her motivation lies in her objective of passing a French test in Jakarta:

R2-Int. said: "Yeah. Every day, I learn [the French language] before I pass [the test] in Jakarta."

An essential or even intermediate French proficiency is required to attend the French language test. With learning materials obtained from senior candidates for that test, many exercises are helpful. Under their instructors' supervision, learners practice

Learning strategy

A strategy must be applied based on the learning conditions and duration. The objective is to identify the learner's language skills difficulties.

Interviewer: "What do you think is the most difficult part of learning French?"

Interviewee (R2-Int.): "I think that the word pronunciation in French is more difficult than that in English because there are feminine masculine and genders for words in French."

Pronunciation in French is not easy for Indonesians to copy. For instance, for the the "U" or "OU" letters, the [u] sound in French is different from that in the Indonesian language. Thus, repetition and practice under the supervision of a native or qualified instructor are necessary. Regarding gender in French, learners must go through much reading to become familiar with words in French. In addition, they must learn the determinants (*les articles*), the gender (*le genre*), the plural (*le nombre*), and the singular (*le singulier*).

Experience and achievement

The French language test in Jakarta is conducted after a few months of language training. Our participant has passed the test. She has been sent to Central Africa for one year. She joined MINUSCA 2020-2021 and is preparing for her next mission in 2024 in an African French-speaking country.

Interviewer: "Were your efforts in learning the French language paid off in Central Africa?"

Interviewee (R2-Int.): "Yes, my efforts truly helped me. I can have a conversation with many people there in the French language."

The learning environment supported the learner's efforts. She showed determination, commitment, and endless motivation to achieve such an accomplishment. She expanded herself beyond limited learning conditions, materials, and instructors.

In this paper, the researcher has displayed data and findings about the French language test proficiency for the MINUSCA, the Indonesian police women's efforts during the

language test preparation, and their language competency's role in the mission. The first part of the discussion is about the test's components. Based on this study's findings, the test has four main components.

The first point of discussion is about language skills: reading, writing, listening, and speaking. Those skills are essential to the language as a means of communication to serve the purpose it was created for, which can be motivating and realistic (Brown, 2001; Tsung-Yuan & Oxford, 2002). Those skills are fundamental in evaluating a user's language proficiency. Including them in the French language test for the MINUSCA aims to assess the candidates' communication skills. Their ability to use the French language to collect and deliver information is substantial to the success of the mission.

The second point is the reading comprehension (RC). It does not only involve obtaining information from a text by reading. In contrast to information retrieval, Kolinsky et al. (2018) estimate that reading comprehension (RC) requires integrating information and reasoning about events, entities, and their relations across an entire document. Question answering is conventionally used to assess RC ability, the ability to read a text and understand its related questions. The language test by this component attempts to test the applicant on their ability to identify information patterns from a written text. It is a quality that will meaningfully help the respondent understand the description of events to make a police report.

The third point of writing a police report is on writing skills. Hyland (2003) believes that performance in language development is subject to improvement in writing skills (Fareed, et al., 2016). Delivering information in the form of a written report implies being able to write. This component controls writing rules like sentence structure, grammar, and orthography. A written report has conventional and characteristic ways that are proper for the police. The reporter needs to have the writing ability to avoid confusion, to mention relevant information, and to be professional.

The last point consists of listening and speaking skills. Officers on duty listen and talk to victims or witnesses. To ensure that they

can communicate with good speaking skills and listen to their respondents with good listening skills, the examiners conduct an interview. Within this conversation or dialogue comes a practical evaluation of the interviewee's listening and speaking skills. Speaking is one of the most essential skills for developing and enhancing effective communication (Liando et al., 2018). Naturally, listening skills are as important as speaking skills, and combined, they are practical language proficiency to determine one's language skills and essential tools of integration.

The second part of the discussion is about the learning activities to be addressed. The learning environment is the first point. The learner's ability is supposed to be stimulated by the learning environment. The learning environment actively stimulates some cognitive aspects and practical skills. The learner should be exposed to the targeted language by learning environment predisposition to enhance the practice of speaking, such as benefiting from the interactions with others with the same or higher level of speaking skills.

Second, discussing French language teaching in Banda Aceh means discussing the language teaching theories and methods applied during the French language test preparation for the MINUCA. This research did not find teaching methods based on teaching theories applied by French language instructors. Meanwhile, language teaching methods are theoretically co-related to language learner outcomes. Instructors need more qualifications.

The following section discusses the *Bimbels* offering French language courses in Banda Aceh. They are micro-institutions recognized by the government. At the same time, their teaching methods, specifically the French language, have yet to be pre-determined approach. It is simply put on the instructor's ease. Nevertheless, the present of those micro-institutions contributes to satisfying a factual demand for French language official institutions in Banda Aceh.

Finally, addressing the learning materials. Learning materials means any course materials or other academic materials developed, created, or used by faculty, students, or administration to facilitate or

evaluate student learning outcomes. Since instructors of the French language in Banda Aceh and *Bimbels* developed and created learning materials on their own, those printed course materials partially obey language teaching-learning theories and methods.

The description of the French learning activities in Banda Aceh needs to be addressed to close the discussion. First, the challenges and commitment to conduct those activities must be addressed. Naturally, the learner's commitment must be equal to or exceed the challenges to meet any expected learning objectives. In Banda Aceh, learning French requires a serious commitment to overcome the challenges described earlier in this paper. The French language aspects, such as pronunciation, listening, speaking, conjugation, and grammar are challenging enough, as well as dealing with the learner's motivation. Naturally, the learner's attitude will actively drive her learning capacity to overcome obstacles.

Several authors have explored student motivation theories from different angles of extrinsic motivation: external, interjected, identified, and integrated. Personal and professional motivations are the learner's values that build progress. They are vital and allow the learner to achieve her objectives. However, the degree to which motivation is self-determined or autonomous (Ryan & Deci, 2000) will depend on the motivation. The more autonomous a motivation is, the higher the quality of engagement students demonstrate.

Third, addressing the learner's strategy. A learning strategy is an individual's way of organizing and using a particular set of skills to learn content or accomplish other tasks more effectively and efficiently in schools and non-academic settings (Schumaker & Deshler, 1992). In this study, the learner's strategy consists of identifying her language skills to improve and then finding a way to improve them. Those strategies paid off and she passed the French language proficiency test.

The findings of this study show four main components as crucial indicators of language competency: new words, speech, sentence structure, pronunciation, and spelling. The concept of language competency is complex and multifaceted, encompassing various components. Çinar et al. (2018)

highlighted the need for a common framework in defining these competencies, while Pavlenko (2021) emphasizes the importance of communicative competence, which includes linguistic, strategic, discursive, and sociocultural components. These studies collectively underscore the diverse and interconnected nature of language competency components. In addition, speaking of more substantial points, bilingualism is an abundance of skills, for its essence of successful communication and has a significant role of sending and interchanging the essential information that cannot be disregarded since this can lead to mission success or failure (Brown, 2001; Tsung-Yuan & Oxford, 2002).

Furthermore, reading comprehension, the most critical skill, using the next level of cognitive functions, requires making sense of a specific text and connecting the information using texting and reasoning (Kolinsky et al., 2018). Writing skills are helpful only for a limited number of tasks, such as event reports, which are often considered part of the essential tasks of the guards and mission documentation. The 'speaking out' aspect of writing an essay as part of the language test is also a prominent part of the language test. As Hyland (2003) put it, language is a core skill always required for short and precise reporting about salient police reports and official documents.

Similarly, language skill plays a role in the assessments during the interviews, as peacekeepers usually talk to victims, witnesses, and host community members. Therefore, there is a need for effective communication. Liando et al. (2018) states that:

Communication: Another very essential part of problem-solving in teamwork is the role of the leader, and communication is one of the most important aspects. On the one hand, I have found that the primary tools for this are verbal and non-verbal communication. On the other hand, the listening skill is the most important since it brings information from other people so that we can respond adequately.

The author found that the research of Baker (2010) was supported by the findings of this current research. This was because this current research found that interligual communication is crucial in peacekeeping

operations, which was in line with Baker's research (2010).

Then, Tiripelli's analysis (2022) which found that language usage is influential in creating peace in the Israeli-Palestinian conflict. Thus, this current research is according to this previous study, as the respondent of the current research agreed that her efforts in learning the French language posed a crucial role in her peacekeeping duties in Africa.

Meanwhile, Kovár (2022) found how metaphors and distinctive speech patterns can shape people's perception of conflict. Such results were not found in this current research. Therefore, this current research does not support the findings of Kovár's study (2022).

CONCLUSION

This article describes the challenges faced by Indonesian police women in Banda Aceh for the French language proficiency test of the MINUSCA. To do so, this article provided the test components and a description of the learning activities. The components of the test included language skills: reading, writing, listening, and speaking. The test aims to evaluate the MINUSCA's prospects and their ability to communicate in French. To collect and deliver written information and produce a police report. In sum, they professionally used French during their mission in Central Africa.

The displayed findings also related how the French learners generally need help to learn French in Banda Aceh, a less stimulating learning environment with less qualified instructors and institutions. Moreover, the findings were also about the learner's determination to overcome external

difficulties. On the other hand, they faced personal challenges in improving pronunciation and identifying French grammar points.

This study only covers some aspects of the subjects of future research. The reports from the study utilize a particular region of the Indonesian policewomen in Banda Aceh in practice for a French proficiency test (MINUSCA). Since the research recruitment was limited, this could prevent the findings from generalization to a broader population. The instruments of data collection and interviews did not grasp the whole range of problems that cross-border female police officers met due to French language preparedness for their mission. Among different determinants of language learning are the individual differences arising from students' socioeconomic backgrounds and learning styles.

Therefore, recommendations for future research take into account several groups, such as policewomen in different regions and those that speak the French profile at different levels. Thus, it would provide a more explanatory approach to crossing hurdles while learning French for MINUSCA missions. In addition, the development of language instruction programs by policy decision-makers could be achieved by providing quality trainers and underscoring the role of a room environment for improving the French competency of Indonesian policewomen. Supportive learning infrastructure such as language learning tools, online lessons, and language exchange networks could ensure that the policewomen are assisted with the challenges brought by the unavailability of the local language learning infrastructure.

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