



## EXPLORING ENGLISH PERSPECTIVES IN A GLOBAL AND DYNAMIC ERA

<sup>1</sup>Andika Andika

<sup>1</sup>IAIN Ash-Shiddiqiyah

E-mail: <sup>1</sup>[andika10november@gmail.com](mailto:andika10november@gmail.com)

Accepted :

8 July 2025

Published :

14 July 2025

Corresponding Author:

Andika

Email Corresponding :

[andika10november@gmail.com](mailto:andika10november@gmail.com)

### ABSTRACT

In today's era of globalization and rapid technological progress, English has emerged as a vital competency, particularly among the younger generation. This study investigates the views of recent high school graduates on the significance of English, the driving factors behind their language learning, and its broader impact on their social and educational experiences. Employing a qualitative descriptive approach, data were gathered through in-depth interviews with ten graduates from Lubuk Makmur Village, South Sumatra. The results reveal a shared recognition among participants of English as a key enabler for academic achievement, career development, and global engagement. Rather than being perceived solely as an academic subject, English is regarded as an essential life skill that unlocks international opportunities. Various elements—such as the proliferation of digital technologies, increased access to online learning platforms, and evolving labor market expectations—emerge as strong motivators for English acquisition. Additionally, the study underscores English's role in enhancing students' social confidence and shaping their educational trajectories in an interconnected global landscape. These findings point to the urgent need for more inclusive, technology-driven English language instruction that equips students with both linguistic competence and the global literacies required for 21st-century success.

**Keywords:** *English language, education, globalization, social impact*

## 1. INTRODUCTION

In the era of globalization and rapid technological development today, English language skills have become one of the important skills that must be possessed, especially by the younger generation. English is not only used in academic contexts, but also becomes the main communication tool in the professional world, business, information technology, and social media (Al Awlaqi & Ghazali, 2023; Lesiana et al., 2023; Ghwela, 2023). In fact, many knowledge resources, such as scientific journals, online courses, and reference books, are available in English. Therefore, English language proficiency can be a major determinant in opening access to various opportunities, both in education and work. The use of foreign languages has become an

increasingly common phenomenon in various countries (Ananda, 2023). Foreign languages are often used in everyday communication, mass media, the entertainment industry, and the business sector (Dincer & Dariyemez, 2020; Alberth, 2023; Tran et al., 2024).

For children who have just finished high school, this transition phase is an important time in determining the direction of their future. Most of them are preparing to continue to college, take part in job selection, or even start their own business. In all three paths, English is often a requirement or added value that is highly considered. For example, to enter a well-known college or overseas scholarship program, prospective students are required to have adequate English language skills, proven by tests

such as TOEFL or IELTS. Likewise in the world of work, multinational companies and local startups are starting to use English as a working language. Laia and Zai (2020) mastering English is the same as making life easier for opportunities to work and communicate with other people around the world. Mastering English is not an easy thing for beginners but with high motivation it can be achieved (Jaya et al., 2025; Malini et al., 2022; Herdina & Ningrum, 2023).

However, although awareness of the importance of English is quite high among the younger generation, not all high school graduates have adequate skills. There is a significant disparity between perception and actual ability. This can be caused by various factors, such as the uneven quality of English education in schools, limited access to additional learning resources, low practice of using English in everyday life, and lack of motivation or self-confidence from the students themselves (Khalifa et al., 2023; Bigs et al., 2022; Bhwana, 2023). Maru'ao (2020) to determine the success of education, the quality of learning and teaching must be improved. Good and correct English learning must be supported by quality human resources.

On the other hand, the presence of technology and social media has provided new opportunities to learn English independently and informally (Seroja Br Ginting & Fithriani, 2021; Kit et al., 2024). Many students have started accessing educational videos, English-language films, or online learning applications such as Duolingo, YouTube, and TikTok, which provide free learning content (Zulkifli et al., 2022; Dash, 2022; Merta et al., 2023). This phenomenon is interesting to study because it shows a

shift in the way the younger generation learns English.

This study attempts to dig deeper into how the perspectives of children who have just graduated from high school towards English today, both in terms of their views on the importance of English, the factors that influence it, and its impact on social life and education. By understanding their perspectives and real experiences, it is hoped that the results of this study can contribute to the formulation of more relevant and effective English language education strategies in the future

## 2. METHODS

This study employed a qualitative approach with a descriptive method to explore recent high school graduates' perceptions of the importance of English in their daily lives and future aspirations (Sugiyono, 2021; Patton, 2020). The participants consisted of ten adolescents who had just completed their high school education and resided in RT 6, Lubuk Makmur Village, Lempuing Jaya District, Ogan Komering Ilir Regency, South Sumatra Province, Indonesia. Data were collected through in-depth interviews and supported by documentation to ensure the validity and reliability of the findings.

The qualitative method was chosen to allow a deeper understanding of the participants' experiences and personal views related to English learning and its impact (Tisdell et al., 2025). Interviews were conducted using semi-structured questions to encourage open-ended responses and allow flexibility in exploring key themes (Gill & Baillie, 2018; Kvale, 2021). The documentation

**Vol 8, No 2 (2025): ESTEEM**

process included taking field notes, recording interview responses, and observing the participants' communication patterns and language preferences.

Data analysis was carried out through a descriptive technique, where researchers categorized, interpreted, and described the interview results thematically (Van Maanen, 2025). In addition, this study also briefly explored the English learning methods that students had experienced in school, such as teacher-centered and textbook-based instruction. The participants generally expressed a desire for more interactive, contextual, and technology-integrated learning strategies that are aligned with real-life needs and digital advancements (Makbul, 2021; Anufia, 2019; Mauliddiyah, 2021).

### 3. RESULTS AND DISCUSSION

#### *The importance of English*

All respondents stated that English is very important nowadays. This is because English is an international language that is widely used in various fields such as education, business, technology, and global communication. For example, in the business sector, many companies now use English as the main requirement to enter the company. English can also make it easier to communicate with people from various countries. English is not only a subject in school, but also the key to competing and developing in the future. English is not

just a means of communication, but also a symbol of openness, connectivity, and readiness to face the modern world. However, it is also important to balance it with the preservation of local languages and cultures. The ideal view of English today is as a tool of empowerment, not domination. Not only does it help in communication, but also opens access to educational opportunities, careers, and international experiences, but it also becomes a life skill, because of its function as a global language that connects various cultures and countries. Language learning that is adapted to technological advances, English learning can be adjusted to individual needs and abilities. A language learning approach that allows students to use their native language to understand English concepts, thereby improving communication skills and understanding culture. Thus, English learning nowadays has become more dynamic, interactive, and can be tailored to individual needs.

#### *Factors that influence*

The factors that influence it are English is no longer just a lesson in school, but an important provision that will open up many opportunities that will come in the future. Mastery of English not only improves academic ability, but also equips students with relevant skills

**Vol 8, No 2 (2025): ESTEEM**

in the world of work and also provisions for the world of careers and business. Many developed and developing countries use English as a second language. Many textbooks, journals, and academic materials are written in English so that English language proficiency in individuals today is very important for better and more advanced access to education. The development of technology and digital, many applications, websites, and technological devices use English. The main language on the internet, social media and digital platforms also uses English.

***The Impacts on social life and education***

English has a profound impact on social life and education. English language skills not only open up opportunities for wider social interaction, but also provide access to better education. In an increasingly advanced and connected world, mastery of English is a very valuable skill. Fluency in English can significantly improve career prospects, as English is often used in international business, diplomacy, and technology. In social life, English opens up access to global communication, expands job opportunities, and facilitates adaptation in new environments, especially in the digital context, and increases self-confidence. In education, English is the key to accessing wider sources of information and knowledge, as well as supporting educational mobility to higher levels, including studying abroad.

**Discussion**

Based on the findings from interviews with ten recent high school graduates in Lubuk Makmur Village, South Sumatra, all respondents emphasized the significant role of English in today's globalized world. English is no longer perceived merely as a school subject, but as a vital life skill essential for academic success, career opportunities, and global communication. This aligns with Crystal (2018) and Salomone and Salomone (2022) view that English has become a global language due to its widespread use in education, business, technology, and international interactions. English proficiency is seen as a gateway to accessing higher education, professional development, and competitive advantage in the international arena.

Several factors influence these perceptions. The advancement of digital technology plays a key role, as English dominates various platforms such as social media, websites, and educational resources. Brown et al. (2019) and Sweller (2020) notes that technology has further solidified English's position as the primary medium for accessing global knowledge. Moreover, the dominance of English in academic materials, including textbooks, journals, and scientific articles, reinforces its importance for educational achievement.

The impact of English on social life and education is profound. It enhances individuals' ability to interact across cultures, broaden social networks, and

**Vol 8, No 2 (2025): ESTEEM**

increase self-confidence. As Norton and Toohey (2019) argues, language learning not only equips individuals with linguistic skills but also provides access to social and cultural capital. In education, English enables academic mobility, facilitates studying abroad, and improves access to global sources of knowledge.

Therefore, this study recommends adopting more inclusive, contextualized, and technology-integrated English learning strategies. English education should emphasize 21st-century skills such as global communication, cultural awareness, and collaboration. Additionally, it is essential to maintain a balance between learning English and preserving local languages and cultures. English should not be seen as a tool of dominance but as a means of empowerment that enriches national identity (Kirk et al., 2022; Toheri et al., 2019).

**4. CONCLUSION**

Based on the results of the study, it can be concluded that English plays a crucial role in both social life and education in today's globalized era. English functions not only as an international language but also as a life skill that supports individuals in accessing quality education, navigating technology and social media, enhancing communication, and expanding career opportunities. Its influence extends to enabling global interactions, increasing competitiveness in the job market, and fostering academic and professional growth.

Given the multifaceted benefits of English, its integration into educational systems must be strategic and inclusive.

Therefore, future research is recommended to focus on the development of localized English learning models that integrate cultural context, technology-based instruction, and learner autonomy. Further studies could also explore how English learning affects students in rural areas, including barriers they face and effective interventions. This would help ensure that English education becomes equitable, accessible, and relevant for diverse learners across different regions.

**5. REFERENCES**

- Al Awlaqi, H. A. S. M., & Ghozali, I. (2023). Is Oral Communication Apprehension Reasonable?: A Study on Sociocultural Factors Among Indonesian EFL Learners. *REiLA: Journal of Research and Innovation in Language*, 5(3), 252–265. <https://doi.org/10.31849/reila.v5i3.16634>
- Alberth, A. (2023). How Important Is Communicating with Native English Speakers to EFL Learners' Self-Confidence in their English Language Proficiency? *Journey: Journal of English Language and Pedagogy*, 6(2), 380–393. <https://doi.org/10.33503/journey.v6i2.3169>
- Ananda, E. P. (2023). Daya Minat Dalam Penggunaan Bahasa Inggris Dan Pengaruhnya Terhadap Komunikasi Masyarakat Indonesia. *HYPOTHESIS: Multidisciplinary Journal Of Social Sciences*, 1(02 Juni), 172–184.
- Anufia, T. A. dan B. (2019). *Resume: instrumen pengumpulan data* [Sekolah Tinggi Agama Islam Negeri (STAIN) Sorong]. <https://osf.io/preprints/inarxiv/s3kr6/download>
- Bhwana, P. G. (2023). *Ministry claims Merdeka curriculum improves quality of education in Indonesia*. <https://en.tempo.co/read/1685279/mini>

stry-claims-merdeka-curriculum-improves-quality-of-education-in-indonesia

- Biggs, J., Tang, C., & Kennedy, G. (2022). *Teaching for Quality Learning at University* (5th ed.). McGraw-Hill Education.
- Brown, A., Sieben, N., & Gordon, Z. (2019). Interest in teaching, coaching, and careers in education: A survey of university student-athletes. *Teaching and Teacher Education, 83*, 168–177. <https://doi.org/10.1016/j.tate.2019.03.003>
- Crystal, D. (2018). *The Cambridge Encyclopedia of the English Language*. Cambridge University Press.
- Dash, B. B. (2022). Digital Tools for Teaching and Learning English Language in 21 st Century. *International Journal Of English and Studies, 4*(2), 8–13. <http://dx.doi.org/10.47311/IJOES.2022.4202>
- Dincer, A., & Dariyemez, T. (2020). Proficient Speakers of English as a Foreign Language: A Focus-Group Study. *IAFOR Journal of Education*.
- Ghwela, M. (2023). English Language Teachers’ Perceptions of Using Technology in Teaching English Language at Al-Asmarya University. *Abhat Journal, 15*(2), 232–241.
- Gill, P., & Baillie, J. (2018). Interviews and focus groups in qualitative research: an update for the digital age. *British Dental Journal*.
- Herdina, G. F., & Ningrum, A. S. B. (2023). Teachers’ Perceptions and Challenges in Integrating Technology in English Reading Course: A Systematic Research Review. *English Education: Journal of English Teaching and Research, 8*(1), 91–101. <https://doi.org/10.29407/jetar.v8i1.19133>
- Jaya, A., Hartono, R., Wahyuni, S., & Yulianto, H. J. (2025). Los efectos de la estrategia de aprendizaje basado en proyectos con actividad física en función del género sobre el rendimiento escolar y la confianza en sí mismos de los estudiantes. *Retos: Nuevas Tendencias En Educación Física, Deporte y Recreación, 66*, 349–360. <https://doi.org/10.47197/retos.v66.110067>
- Khalifa, M., Alrasheed, R., & Aldada, A. M. (2023). Education in Light of the Sustainable Development Goals in the Kingdom of Bahrain “An Analytical Study.” *Journal of Statistics Applications and Probability, 12*, 1419–1423. <https://doi.org/10.18576/jsap/12S103>
- Kirk, N. W., Declerck, M., Kemp, R. J., & Kempe, V. (2022). Language control in regional dialect speakers – monolingual by name, bilingual by nature? *Bilingualism: Language and Cognition, 25*(3), 511–520. <https://doi.org/https://doi.org/10.1017/S1366728921000973>
- Kit, O., Kilag, T., Uy, F. T., Macapobre, K. A., Canonigo, K., Anrev, J., Pansacala, A., Flordelis, M., Cabaluna, R., & Calunsag, J. E. (2024). Exploring the Impact of Language Exposure on Students’ English Comprehension. *International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence (IMJRISE), 1*(7), 85–91. <https://doi.org/https://doi.org/10.5281/zenodo.12614542>
- Kvale, S. (2021). *Doing Interviews*. Sage Publications.
- Laia, B., Zai, E., P. (2020). Motivasi Dan Budaya Berbahasa Inggris Masyarakat Daerah Tujuan Wisata Terhadap Perkembangan Bahasa Anak Di Tingkat SLTA (Studi Kasus: Desa Lagundri-Desa Sorake-Desa Bawomataluo). *Jurnal Education And Development, 8*(4), 602.
- Lesiana, N., Mulyadi, Aswadi Jaya, & Pratiwi, E. (2023). Classroom Interaction in Communicative Language Teaching of Secondary

- School. *Esteem Journal of English Education Study Programme*, 7(1), 61–71.  
<https://doi.org/10.31851/esteem.v7i1.12661>
- M, M. (2021). *Metode pengumpulan data dan instrumen penelitian* [UIN Alauddin Makassar].  
<https://doi.org/10.31219/osf.io/svu73>
- Malini, N. L. N. S., Sukarini, N. W., Yadnya, I. B. P., & Maharani, S. A. I. (2022). Exploring needs analysis of English language training: An evidence from small hotel and restaurant employees in Nusa Lembongan, Bali, Indonesia. *Indonesian Journal of Applied Linguistics*, 12(1), 212–223.  
<https://doi.org/10.17509/ijal.v12i1.46437>
- Maru'ao, N. (2020). Penerapan Pembelajaran Inovatif Dalam Meningkatkan Pembelajaran Bahasa Inggris. -, 14(2), 221–230.
- Mauliddiyah, N. L. (2021). *Metode Pengumpulan Data dan Instrumen Penelitian* [UIN Alauddin Makassar].  
<https://doi.org/https://doi.org/10.31219/osf.io/svu73>
- Merta, L. W. S., Ratminingsih, N. M., & Budasi, I. G. (2023). The Integration of Technology in English Language Teaching to Stimulate Students' Critical Thinking. *Language Circle: Journal of Language and Literature*, 17(2), 333–341.  
<https://doi.org/10.15294/lc.v17i2.39097>
- Norton, B., & Toohey, K. (2019). *Identity and Language Learning: Gender, Ethnicity and Educational Change*. Cambridge University Press.
- Patton, M. . (2020). *Qualitative research & evaluation methods: Integrating theory and practice*. Sage Publications.
- Salomone, R., & Salomone, R. C. (2022). *The rise of English: Global politics and the power of language*. Oxford University Press.
- Seroja Br Ginting, R., & Fithriani, R. (2021). Using the Hello English Application in the EFL Classroom: Its Efficacy in Helping Students to Master Vocabulary. *KnE Social Sciences*, 2021, 592–600.  
<https://doi.org/10.18502/kss.v5i4.8714>
- Sugiyono. (2021). *Metode Penelitian Pendidikan (Kuantitatif, Kualitatif, Kombinasi, R&D dan Penelitian Pendidikan)* (A. Nuryanto (ed.); Kedua). ALFABETA, CV.
- Sweller, J. (2020). Cognitive load theory and educational technology. *Educational Technology Research and Development*, 68, 1–16.  
<https://link.springer.com/article/10.1007/s11423-019-09701-3>
- Tisdell, E. J., Merriam, S. B., & Struckey-Peyrot, H. L. (2025). *Qualitative research: A guide to design and implementation*. John Wiley & Sons.
- Toheri, Winarso, W., & Haqq, A. A. (2019). Three parts of 21 century skills: Creative, Critical, and Communication Mathematics through Academic-constructive Controversy. *Universal Journal of Educational Research*, 7(11), 2314–2329.  
<https://doi.org/10.13189/ujer.2019.071109>
- Tran, N., Hoang, D. T. N., Gillespie, R., Yen, T. T. H., & Phung, H. (2024). Enhancing EFL learners' speaking and listening skills through authentic online conversations with video conferencing tools. *Innovation in Language Learning and Teaching*, 1–11.  
<https://doi.org/10.1080/17501229.2024.2334809>
- Van Maanen, J. (2025). Reviewed Works: Participant Observation. James P. Spradley The Ethnographic Interview. James P. Spradley. *Administrative Science Quarterly*, 25(3), 526–530.  
<https://doi.org/10.2307/2392270>
- Zulkifli, N. N., Letchumanan, M., Kamarudin, S., Halim, N. D. A., & Hashim, S. (2022). A Review: The

**Vol 8, No 2 (2025): ESTEEM**

Effectiveness of Using TikTok in Teaching and Learning. *International Conference on Computers in Education.*