



### STUDENTS' PERCEPTION OF ENGLISH AS GLOBAL LANGUAGE

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#### ABSTRACT

Language is a tool for human being to communicate. People deliver the message and express the idea through language. For this time being, English is function as global language. People around the world use this language to communicate with each other. English is used either in economic, political, and also the other activity in the world. In Indonesia, English belongs to the main subject at school. It means that the students must learn the language at the certain level. The research is aimed to know about the students' perception of English as Global language. The subject of this study is 9 students of ninth grade in one of the state junior high school in Purbalingga. The method of the research was descriptive quantitative research where the researchers used questionnaires to get the data from students. There are sixteen questions which were distributed online by Google Form. The result of the research showed that the students had a good understanding of English either as the language that they have to learn at school or as the global language.

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## 1. Introduction

Language is one of the media of introduction in communicating even more humans as social beings who really need it to interact with others. Through language, we can show our perspective, express our understanding of an idea and problem, express our desires, and even through language we can know our character and others. As stated by Keraf (1997:3) in Rabiah (2012) language has certain functions that are used according to the needs of a person, i.e, as a tool for self-expression, as a means to communicate, as a tool to organize and adapt to social integration in the environment or circumstances, and as a tool for social control. Furthermore, each country has its own official language, such as Indonesia which stipulates Indonesian as the official language which is used for formal and informal activities. Nevertheless, to keep abreast of world developments and to interact with the wider community, we must master a language that is globally recognized, namely English.

However, what about the status of English in Indonesia? Indonesia as Kachru's circles belongs to the expanding circle. The Expanding Circle includes countries that introduce English as a foreign language in education, mainly for the purpose of communicating in English with the Inner and Outer Circles (Al-Mutairi, M.A.2020). Based on the statement, English in Indonesia is functions as a foreign language. In line with the statement, Maryo (2021) remarks English is positioned as foreign language although it becomes a compulsory subject in national examination. In Indonesia English is not widely used in the learner's immediate social context which might be used for future travel or other cultural communication situations, or studied as a curricular requirement or elective in school, but with no immediate practical application (Saville, 2012). However, English is not used as a formal language used in politics, government, courts and education, English is considered to have an important role so that Indonesian people are considered to continue to develop their English language skills. This causes in the world of education, English is still one of the subjects taught in schools. Simatupang (1999) in Lauder (2008) said that in Indonesia, although English has no wide use in society, is not used as a medium of communication in official domains like government, the law courts, and the education system, and is not accorded any special status in the country's language legislation, it is still seen as a priority, as the most important of the foreign languages to be taught.

Nowadays, English is still used as a global language. It means that people around the world use English to communicate with each other. Even Though they come from different nations with different languages. (Crystal, 2003a: 67- 69, Crystal, 2003b: 108-109) estimates that in 2,000 there were approximately 1,500 million speakers of English worldwide, consisting of around 329 million L1 speakers (mostly in inner circle countries), 430 million L2 speakers (outer circle countries) and about 750 million speakers of English as a foreign language in the countries of the expanding circle. From the data which showed by Crystal, we can know that English does have an important role in terms of communication where one in four people in the world use English to communicate, especially when communicating with someone of a different place, nationality and with people who have different first language.

Dealing with the issues, the researchers want to know about the student's perception about English especially senior high school level. Since, English is taught at school as an obligatory lesson. So, the study is aimed to; know the students' perception of English, know the students' perception of English as Global language, and investigate whether the students know the advantage of mastering English.

## 2. Literature Review

### 2.1 English as a Global Language

Nowdays, we are in the era of globalization where this era greatly affects almost all aspects of life, for example in the fields of economy and education. In this period the mobility of people will be faster and their social relations will be wider. For example, there are business

relations between entrepreneurs in the world and student exchanges between countries. Thus, people really need the language of instruction as a lingua franca that be able understood by all people with different nationalities or with people who have a different first language. Then, English now as *lingua franca* which used by people almost in the world. So, English is not just as International Language but as a Global Language. A language achieves a genuinely global status when it develops a special role that is recognized in every country" (Crystal, 2003). There are two requirements that a language becomes a global language (Crystal, 2003). First, a language can be made the official language of a country, to be used as a medium of communication in such domains as government, the law courts, the media, and the educational system. It means that English is used as a complement for the first language Second, a language can be made a priority in the country's foreign-language teaching, even though this language has no official status. Here, English is taught to the children at school. Special status given to English by other countries can be in the form of using English as a second language (ESL) and English as a foreign language (EFL). As a second language, English is spoken by people in the countries as the official language Crystal (2003) or the language of the administration Graddol (1997:11) in (Rohmah, 2003).

## **2.2. Learning English in Indonesia**

As it is known that English has a major role in education. Why is that? This is because currently many sources of knowledge in the form of books or other sources of knowledge are in English. Especially for those who want to develop their own knowledge outside of formal education forums, they can access the internet or international journals where of course the language used is the global language. Now, many people are planning to continue their studies abroad. This means that they must master English as the language of instruction, to communicate with others.

In Indonesia, English as a foreign language does not have the official status, it is be taught to children and learned by adults for various reasons. Berns (1990) in Sulistyio (2016) idefined foreign language learning as learning a target language in a country that does not use this language as a speech community. It is why in a foreign language learning context, learning English in Indonesia is still a big challenge in Indonesia because some students can only learn English in class. They do not use English to communicate with the people around them. Therefore, English learning activities in the classroom must be carried out as much as possible to achieve the learning target. When a target language is seldom used outside the classroom, input and language use in the classroom are essential Suryati (2013) in (Sulistyio, 2016).

Furthermore, apart from formal education, many people learn English in courses. Almost every city has an English course. Dardjowidjojo (2003, p. 57) in Rini (2014) remarks English in Indonesia "has never been considered an official language coexisting with the national language," and English is "the first foreign language." This is why many students also learn English in the course so they do not get English learning only at school but also there is additional knowledge and there is the possibility of improving skills only in the course

## **2.2. Perception**

Perception is a person's view of what is happening, it can be the result of a sight, hearing, tasting, smelling, and touching. Walgito in Asih, R.A. (2016) defined perception as the process of human thinking about certain phenomenon. The process is linked to the human brain's reception of a message or information. The process began by taking stimulus from an item via the sense organ, and then progressed to the registers of stimuli to the neurological system, which is known as sensation. Then, in order to attain object meeting, this process is completed by thinking, analyzing, and interpreting. The accuracy in perceiving sensory stimuli leads to success communication. On the other hand, failure to perceive stimuli causing mis-communication.

According Slameto in Asih, R.A. (2016), there are two factors which influence someone's perceptions, there are internal and external factor. Internal factor is a factor which comes from inside of an individual. The thoughts, feeling, willingness, need, sex, attention, and motivation

affect a person's psychology. Hence, the external factors are from the outside of each individual. The factors can appear because of the environment, information, and experience. However, according to David Krech and Richard in (1997:235) in Rakhmat (2015) in Arifin, H.S, et.all (2017), the factors which influence perception are functional factors and structural factors. First is Functional Factor that comes from needs, past experiences ago and other things included in personal factors. Perception is not determined by the type or form of the stimulus, but the characteristics of people who respond to these stimuli. Then Structural Factors that come from the nature of physical stimuli and neural effects what it causes on the nervous system individual.

### 3. Research Methodology

The current study attempted to investigate the student's perception of English as global language on the ninth grade students of senior high school in Purbalingga. With this purpose, a descriptive quantitative research design was adopted.

#### 3.1. Participant

There were nine participants who participated in this research. They are the ninth grade students of a state Junior High School in Purbalingga regency.

#### 3.2. Instrument

A close ended questionnaire was delivered to the student through Google Form. A close ended questionnaire is a questionnaire which makes the respondents choose one option based on their character (Riduwan, 2010). The advantages of this close-ended questionnaire are: (1) it is easier in scoring or quantifying, and (2) it facilitates the respondents easier to complete the questionnaire (Kusuma & Suwartono, 2021). The questionnaire contained 19 items, in which items for number 1 to 5 were used to find out the students' perception of English language, while items for number 6 to 12 were used to know the students' perception of perception of English as global language, and the last item number 13 to 16 was to know the students' perception of advantage in mastering English.

#### 3.3. Data Collection Procedure

The data were collected through a questionnaire which is delivered online through the Google Form. The students were requested to fill in by selecting on of the available option. Some steps were applied to draw up the questionnaire, such as (1) defining the variable before constructing the statements and (2) determining indicator that would be measured. The outline of the questionnaire can be seen in Table 1

**Table 1**  
*The questionnaire's outline*

Variable	Indicator	Number of Items	Total
Student's Perception of English as Global Language	Students' perception of English language	1-5	5
	Students 'perception of English as Global language	6-12	7
	Students' perception of the advantage in mastering English	13-16	4

The next step was developing those indicators into a statement. The list of the questionnaire statements or items shown in Table 2.

**Table 2**  
*The questionnaire items*

<b>Indicator</b>	<b>Number</b>	<b>Statement</b>
Students' perception of English language	Q1	You like learning English language
	Q2	You started to learn English when you were in Elementary School
	Q3	You started to learn English when you were in Junior High School
	Q4	English is important to be learned
	Q5	There is a negative effect after you learn English
Students' perception of English as global language	Q6	You know the term global language
	Q7	You know that English is used as global language right now
	Q8	You know the reason why English becomes a global language
	Q9	You agree if English is a global language
	Q10	You should master global language
	Q11	English as global language is useful in communication
	Q12	English as a global language will develop in the future
Students' perception of the advantage in mastering English	Q13	Mastering English will give you an extra credit
	Q14	Mastering English will boost up your confidence
	Q15	Mastering English will give you a better view about the culture of the other country
	Q16	Mastering English will help you to get the new knowledge

### 3.4. Data Analysis

Descriptive statistics is used to analyze the data. It means that the data were statistically analyzed and interpreted descriptively (Kusuma & Suwartono, 2021). The data were counted and analyzed statistically. Then, the data were computed to get the percentage. The study used Likert scale. As (Riduwan, 2010) said that "Likert scale is used to measure someone's attitude, opinion and perception." The scale can be seen in table 3.

**Table 3.**  
*The Likert Scale*

<b>No</b>	<b>Option</b>	<b>Description</b>	<b>Score</b>
1	SA	Strongly agree	5
2	A	Agree	4
3	N	Neutral	3
4	D	Strongly disagree	2
5	SD	Disagree	1

To know the result of the students' perception of English as global language, and the students' perception of the advantage of mastering English, the mean of the data was calculated. Microsoft Excel is used to calculate the data. In the last step, the data were categorized based on the criteria. The criteria can be seen in Table 4.

**Table 4.**  
*Category for student's perception of English as global language*

Range	Interpretation
0%-20%	Very low understanding
21%-40%	Low understanding
41%-60%	Enough understanding
61%-80%	Good understanding
81%-100%	Very good understanding

#### 4. Finding and Discussion

##### 4.1 Finding

The goal of the research is to know the student's perception of English as global language and to know the student's perception of English as a language and the advantage of mastering English. To get the result, the data was calculated to get the percentage and the mean. The formula was adopted from (Kusuma & Suwartono, 2021). Here is the formula

$$Mean = \frac{\text{the total scale}}{\text{the total score}} \times 100\%$$

The result of the students' perception of English as global language was calculated as follows

$$Mean1 = \frac{582}{720} \times 100\% = 80.56\%$$

From the above total mean, the mean of each indicator can be calculated as follows

$$Mean1.1 = \frac{172}{225} \times 100\% = 76.44\%$$

$$Mean1.2 = \frac{254}{315} \times 100\% = 80.63\%$$

$$Mean1.3 = \frac{156}{180} \times 100\% = 86.67\%$$

Based on the result, the average score for the student's perception of English as global language is 80.56%. Based on the criteria in Table 4, it means that the students had very good understanding of English as global language. They knew that English was used as a global language for this time being.

For the students' perception about English language, the result showed that 76.44% students have good understanding about it. Most of them has studies English since they were at Elementary school. They realize to the importance of English.

The result also showed that the students had good understanding about English as global language. The average percentage about it was 80.63%. For the third indicator, the result showed that 86.67% students had very high understanding about the advantage of mastering English. The detailed explanation about each questionnaire items can be seen in Table 5.

**Table 5.***The result of each questionnaire items*

Indicator	Number of items	Percentage	Category
Students' perception of English language	Q1	82.22%	Very high understanding
	Q2	84.44%	Very high understanding
	Q3	64.44%	Enough understanding
	Q4	93.33%	Very high understanding
	Q5	57.78%	Enough understanding
Students' perception of English as global language	Q6	80%	Good understanding
	Q7	82.22%	Very high understanding
	Q8	75.56%	Very high understanding
	Q9	75.56%	Very high understanding
	Q10	82.22%	Very high understanding
	Q11	84.44%	Very high understanding
	Q12	84.44%	Very high understanding
Students' perception of the advantage in mastering English	Q13	86.67%	Very high understanding
	Q14	86.67%	Very high understanding
	Q15	86.67%	Very high understanding
	Q16	86.67%	Very high understanding

## 4.2. Discussion

The result of the research showed that the students have a good understanding of English either as the language that they have to studied at school or as the global language. On the other hand, they also aware with the advantage of mastering English. The implication of the result is that the students already know about the importance of mastering English.

It can be a good insight for the teacher. It can be a motivation for teachers to continue innovate in the learning process. An encouraging fact from the results of the questionnaire was that the majority of students love English and had studied English since Elementary School and they have studied it until now. Furthermore, students' perceptions of global languages are also good, it means they are aware that English as a global language will continue to develop in the future and this is one aspect that must be mastered to keep up with the changing times. They realize that English is needed as a medium to communicate when they have to interact with the wider community with a different first language.

Furthermore, there is good news for teachers regarding students' awareness of the importance of English. Students realize that English is indeed important to continue to be studied and developed. They realize that there are many advantages that they can get when learning English. They agree that through mastering English they gain new knowledge, especially cultures outside Indonesia. In addition, a high mastery of English can increase their confidence. Based on students' awareness of the importance of English, this can be a motivation for students to continue to improve their English skills. So this is good news for teachers because it can motivate students to continue learning English in class well. Then the teacher's task is how to make English learning more effective and fun for students.

## 5. Conclusion

The primary concern of the study was to investigate the students' perception of English as global language. Concerning about the finding, it could be acknowledged that the students understand about the position of English as global language and also aware to the advantage of mastering English.

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