

# THE INFLUENCE OF ENGLISH AS A MEANS OF INTERCULTURAL COMMUNICATION: ITS IMPACT ON NATIONALISM AND CULTURAL CONSCIOUSNESS

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## Abstract

In the era of globalization and advances in information technology, the use of English is becoming an increasingly common phenomenon in many countries. English is often used in everyday communication, in the media, in the entertainment industry, and in the business sector. This phenomenon has sparked widespread debate about the social and cultural implications of the onslaught of English language use. English has a significant influence on nationalism and cultural awareness in Indonesia. The use of English as an international language can help Indonesians keep up with scientific developments and compete with other countries. However, the use of foreign languages can also lead to the loss of Indonesian identity as a language of national pride. This research aims to analyze the influence and impact of English as an Intercultural Communication Tool. In writing this scientific article using the literature review research method or

literature study is the existence of a collection of theories related to the research problems carried out by researchers. As it is known that Globalization is currently very fast, of course there will be an impact in the future on all aspects of life. Such influences will be seen in the fields of education, and culture, and have an impact on nationalism awareness. Therefore, it is necessary to take action to prevent unwanted threats to Indonesian nationalism and culture. To address the phenomenon of the widespread use of English, a balanced approach is needed between the needs of global communication and the interests of maintaining national culture and identity. There is a need to raise awareness about the social, cultural, and economic significance of English language use so that people can make informed decisions about the potential use of English while strengthening their national identity and mother tongue.

**Keywords:** English, Nationalism, Civic Education, National Identity, Intercultural Communication

## INTRODUCTION

In the current era of globalization, the most frequently used means of communication are foreign languages, especially English. English has become the dominant and most widely used global language in international communication. As an international language, English serves as a communication tool used by native English speakers and non-native English speakers around the world. English is a communication tool used by native English speakers and non-native English speakers in areas such as intercultural communication, business, education, media and technology. English allows for an intercultural exchange of ideas, cooperation, and

understanding. Fluency in English is invaluable in an increasingly connected global landscape and can open up vast career opportunities and international experience.

The development of the times in Indonesia also shows the influence of foreign languages on Indonesian, especially the influence on the sense of nationalism and culture. Many places such as cafes, restaurants, and convenience stores often use foreign languages as the language of instruction in menus or price lists. In some educational institutions, English is the language of instruction in learning activities. The application of foreign language learning in Indonesia aims to help Indonesian people absorb and follow the development of science and technology in the world and become part of the global community. This can provide wider access to information, knowledge, and the latest developments in various fields. By mastering foreign languages, Indonesians can communicate and interact with the international world, expand networks and cooperation, and access global resources. Foreign language skills also facilitate active participation in science, technology, and cultural exchanges between countries.

In addition, Indonesia hopes to actively participate in dynamic global activities and expand its vision and ability to communicate with the international community. Behind these goals are concerns that the influx of foreign values, especially Western values, could erode Indonesia's national identity. It is okay to make foreign culture as an innovation, but do not eliminate the color of Indonesian culture that has been associated as a weakness of the spirit of nationalism. Therefore, this problem must be addressed quickly, because if it is not done quickly and wisely, Indonesian nationalism and culture will not disappear.

The purpose of this article is to explore the Influence of English as a Tool of Intercultural Communication: Its Impact on Nationalism and Cultural Consciousness and the steps that can be taken to prevent unwanted threats.

## **METHODOLOGISTS**

The writing of this scientific article uses a method of data collection through literature studies or literature studies. Literature research conducted includes data collection by reading and reviewing literature that has been put forward by other researchers related to topics and problems related to the issues raised, namely "The Influence of English as a Tool of Intercultural Communication: Its Impact on Nationalism and Cultural Awareness". In general, literature research is looking for written sources or consulting theories related to the problem found to solve the problem.

The research method of literature review or literature study is to include theories related to the research question conducted by the researcher. Literary review or literature research is an activity needed in research, especially academic research, whose main purpose is to develop aspects that are useful theoretically and practically.

According to Zed M (2004: 82), a bibliography is a list of information contained in books written by authors or experts in various fields, expertise or by certain publishers. This research is purely based on literature review or literature study. Therefore, the essence of research is literature research.

## **RESULTS AND DISCUSSION**

English is considered an international language as it is widely spoken all over the world including island countries in the Caribbean and Pacific. English is also the second official language in India and Malaysia, while Singapore is the first ASEAN country to recognize English as the main national language after Mandarin. English is often considered a fairly easy language to learn. Indeed, English has grammar and vocabulary that is simple and easy to understand. In addition, English is also often used in mass media such as newspapers, television, magazines, and radio

In the Indonesian context, English is an important cross-cultural communication tool. It is true, Indonesia is a country with many different tribes and cultures. In such situations, English can be an effective bridge of cross-cultural communication.

### **English as a tool of intercultural communication**

The most widely used communication tool in the current era of globalization is foreign languages, especially English. In communication around the world, English has replaced other languages as the most common and dominating language. Both native English speakers and non-native English speakers use English as a means of communication because English is an international language. Both native and non-native English speakers use English as a means of communication in areas such as cross-cultural communication, commerce, education, media, and technology. English promotes cultural understanding, cooperation, and sharing of ideas. In an increasingly connected world, being fluent in English is invaluable and can open up a wide range of international work and travel options.

Recent events in Indonesia have also shown how foreign languages have influenced culture and Indonesian, especially with regard to nationalism. Foreign languages are often used

in many locations, including cafes, restaurants, and department stores, to convey information about menus and price lists. In addition, the introduction of foreign language education in Indonesia aims to assist Indonesians in absorbing and following the development of international science and technology and enable them to participate in the global society. Wider access to knowledge, the latest advances, and information in various sectors can be gained from this. Indonesians can interact with the global community, build networks and collaborations, and have access to resources around the world by learning foreign languages.

Cultural identity is a function, identity or sign that is attached to someone or something and is used to distinguish it from something else. National identity in the context of a nation tends to refer to the culture, customs, and differences of a nation. Such as regional languages, regional dances, regional music, and so on. While national identity in the context of the state is expressed through state symbols such as: Pancasila, red and white flag, special national language Indonesian, special state motto *Bhinneka Tunggal Ika*, special state basic philosophy Pancasila, special state constitution (basic law) 1945 Constitution and Form of Unitary State. The Unitary State of the Republic of Indonesia is the sovereignty of the people.

The use of foreign languages in everyday life can affect the identity of the Indonesian nation. The use of foreign languages can cause the loss of Indonesian identity as the language of national pride. However, using a foreign language can also help you broaden your horizons and hone communication skills.

The use of English as a foreign language in Indonesia also has a positive and negative impact on the nation's identity. The positive impact is that the Indonesian nation can smoothly follow international developments and be able to compete with other countries. While the negative impact will gradually Indonesian be replaced by foreign languages. Other sources indicate that the use of digital technology today is already quite strong. As the pandemic has also forced many people to work from home, digital is increasingly being used. From the use of digital technology, there are social networks that are commonly used to communicate. With the widespread use of social media, various information is spread very easily. Through digitalization, the influence of foreign cultures can easily influence Indonesian culture.

### **The Impact of English on Nationalism Consciousness**

Foreign languages or English have dominated international languages. This is considered not good because the popularity of foreign languages, especially in Indonesia, can shift

Indonesian because of the increasing intensity of use. Over time, language changes occurred not only in the form of development and expansion, but setbacks along with the changes experienced by Indonesian society. Social, political, economic, and cultural reasons are the cause of the abandonment of language, or language is no longer used according to the rules of its use. It is undeniable that nowadays foreign languages are more loved by Indonesian people than Indonesian, even almost all levels of society. For example, Indonesians often stick to the phrase "No Smoking" rather than "No Smoking", "Stop" for "stop", "Exit" for "exit", "Open House" for reception at home during Eid, and many other examples that identify that Indonesian people more often consider foreign languages to have more value. English for some Indonesians is placed above the Indonesian. The factors that cause the emergence of these attitudes are socioeconomic and business views. A good command of English promises a much better socioeconomic position and level than just mastering Indonesian. The use of English in public spaces has become an inevitable habit. This resulted in the decline of Indonesian language and culture which has slowly but surely become the prima donna language. For example, people are more likely to choose "pull" for "push" and "push" for "pull", as well as "welcome" for "welcome". Today, English seems to be in great demand by the public, not only in Indonesia, but also throughout the world. Because today is a time of globalization, and English is the language used in International languages. English can also eliminate Indonesian identity as the language of the State and also the language of unity of the Republic of Indonesia, as a means of unifying the nation, which has been slightly forgotten by the Indonesian people. Indonesian indispensable in the State of Indonesia. If there is no Indonesian then we cannot proclaim our independence.

The influence of the era of globalization continues to grow rapidly, making foreign languages as the language used in communicating to replace the first language, namely Indonesian. Being able to speak fluently using English is considered a major interest in the current era of globalization, this is what removes the awareness of the Indonesian people in upholding Indonesian as a unity and national language. Foreign language learning in Indonesia has gone through a long history. In colonial times, foreign languages (such as Dutch as the language of the colonizers, as well as English and German) have been taught in certain schools, especially in schools for descendants of Dutch nobles and children. Inevitably, the mastery of foreign languages among natives during the Dutch colonial period became a marker of a high or respectable "social class" in society. The background that is the basis for the implementation of foreign language learning at various levels of education can be described as follows. First,

most science and technology in any field is written in English or other foreign languages, so mastery of English or other foreign languages will provide a way for the Indonesian people to absorb the development of science, or spread the knowledge that develops in Indonesia. Second, modern society today has become a world society that is no longer limited by distance or time thanks to advances in information technology and transportation. The world community is developing into a borderless global society. Mastery of foreign languages will be the door for the Indonesian people to interact in the global community. This aspect of globalization is one of the considerations why English and other foreign languages need to be taught in schools. The existence of foreign language learning in Indonesia is a necessity. Mastery of a foreign language is necessary, for several reasons. First, mastery of foreign languages is the entrance to enter the global world community (globalization). Second, as a means to absorb knowledge that develops in other countries and vice versa become a medium to disseminate knowledge that develops in Indonesia to the outside.

Both of these reasons are certainly very good to hold. Even so, the Indonesian nation must remain critical, because foreign language learning can be a 'vehicle' for the West to exercise hegemony over Indonesia. In the context of foreign language learning, the possibility of a change in the mindset of students learning foreign languages is very possible. Language reflects the thinking pattern of the people who speak it, so that when there is a process of learning foreign languages, there is also an indirect process of conflict with the mindset and culture of the nation whose language is learned. At that time the cultural insights of students can change. Such changes can be in the form of neglect of one's own culture or excessive worship of the foreign culture.

### **The Impact of English on Culture**

Various local wisdom in the community is not only a habit and custom. Local wisdom has even become the culture of the community (Rajafi, 2016). In relation to foreign languages, Nova Mustika (2019) suggests the term target language which is the language that is being studied and wants to be mastered. The form of the target language can be a mother tongue (first language (B1), second language (B2), or foreign language (BA). The definition of a second language is not the same as a foreign language. In Indonesia, for example, learners first learn the first language (regional language), then learn the second language (Indonesian). The results of the product validation test of English reading materials based on local wisdom Ende-Lio given to material experts, linguists and media were obtained in the Good category with several

notes, among others by material experts that in the reading materials assessed, there is still a need to add to the cultural aspects of Ende-Lio. Meanwhile, linguists and media obtained notes that the reading material developed needs to be improved again because there are still some readings that have errors in the grammar. However, in conclusion, it was found that English reading material products based on Ende-Lio local wisdom that have been developed can be used with a little revision. Vocabulary is very important in mastering a language. Likewise in mastering English, both written and spoken (Sari and Sembiring, 2021). Usually in children, especially at the elementary level which is the beginning of receiving English material at school, English is often considered difficult (Santika, Agung and Apriliani, 2021) Mastery of vocabulary will be more effective if taken in daily activities (Amiruddin and Jannah, 2021), so this activity also tries to emphasize the understanding of vocabulary used by tour workers, especially the tour guides in their daily lives take tourists around in Tista Village. As mentioned earlier, there are several tourism potentials in Tista Village which are used as tourist destinations, namely Religious Tourism, Nature Tourism, Culinary Tourism and Cultural Art Tourism. The material to be given in the training is arranged based on activities that take place in the four fields of tourism and is related to the introduction of local wisdom of Tista Village. Assistance to vocabulary training is also expected to help these tourism workers to introduce local wisdom of the village through the tourism potentials offered. The introduction of tourist attractions with local wisdom will increase the quantity and number of tourist visits, so that the welfare of local people will also increase (Sujaya, 2021). This is also the impact of service activities carried out in Tista Tourism Village. Tourists become interested in visiting the tourist attractions offered in this village and help the economic condition of the community.

### **The Role of Education in Promoting National Identity and Culture**

Education plays a key role in promoting national and cultural identity in several ways:

#### **1. Relevant Curriculum**

Education can include materials that highlight national history, traditions, and culture in the curriculum i.e. Civic education

According to the National Council of Social Studies (NCSS) of the United States, civic education is a process that encompasses all the positive influences that shape the role of citizens in society. The results of the National Seminar on Civic Teaching and Education in Tawangmangu also show the same thing, that civic education is an educational program whose main purpose is to produce better citizens in accordance with the terms, criteria, and measures,

provisions contained in the preamble to the 1945 Constitution. The 1945 Constitution (Cholisin, 2000:1.7). Nu'man Soemantri gave a definition stating that civic education is an educational program based on political democracy, expanded with other sources of knowledge, which has a positive impact on education at home, school, community, parents, all handled to train students' thinking skills. Think critically, analyze and act democratically by preparing for a democratic life based on Pancasila and the 1945 Constitution (Cholisin, 2000: 1.7).

The role of civic education is one of the important factors to realize national identity and integration. According to Sumantri (1993), value education is an important educational activity for children, adults or adolescents, both at school and outside school. Winataputra, A.S. and Budimansyaah (2012) argue that "the position of civic education as value education is a clear and urgent socio-cultural need for the survival of civilized life". According to Kansil (2004): "Civic education is a subject that is a means to develop and preserve noble values and ethics originating in the culture of the Indonesian nation which needs to be manifested in the form of behavior in the daily lives of students as individuals, members of society and creatures of God Almighty." Samsuri (2011: 28) Citizens who have personality, skills, knowledge and values applied to participate in their social environment, then civic education plays a very important role.

The citizenship configuration or system is based on the following model: First, citizenship is designed as a program learning theme to develop self-potential and become a noble, intelligent, active, and responsible citizen. Second, theoretically, citizenship is conceptualized as a subject that includes cognitive, emotional and psychological aspects that are integrated into the nature of the ideology, values, concepts and ethics of Pancasila, democratic citizenship and defending the state, where it permeates and merges in students. Third, citizenship is essentially understood as a subject that prioritizes valuable content. Based on some of the opinions above, it can be concluded that civic education is learning that aims to form good citizens, noble personalities, able to carry out their rights and obligations to others, have the status of citizens and the ability to play a role in society.

The purpose of civic education in the Curriculum Center as quoted by Sunarso et al. (2008: 11), civic education aims to provide the following abilities:

1. Think critically, rationally, and creatively in response to civic issues.
2. Participate in quality, responsibility, and act intelligently in community, nation, and state activities.



3. Develop positively and democratically to form themselves based on the characteristics of Indonesian society in order to live together with other nations.
4. Interact directly or indirectly with countries in the world directly or indirectly by utilizing information and communication technology.

## 2. Multicultural Learning

Multiculturalism is a culture, the understanding of culture according to experts is very diverse, but in this context, culture is seen from the point of view of the guiding function in human life. In the context of cultural perspectives, multiculturalism is a form of perspective that promotes the principle of unity, this perspective is often influenced by historical realities and conditions that have many differences, and can be used as a tool or means to improve the skills of human integration and humanity.

The words education and multiculturalism mean that multicultural education is the process of developing the potential of each student through the application of educational concepts based on the use of diversity that exists in society, especially students such as ethnic diversity, culture, language, religion, social status, gender, ability, age, ethnicity and race. In implementing multicultural education, this educational strategy not only aims to help students easily absorb lessons in class, but also helps students to be sensitive to always behave humanely, pluralist, and ethnically which are the core values of socialization. Multicultural education also emphasizes the philosophy of cultural pluralism in the education system which is based on the principles of equality, mutual respect and acceptance, understanding and ethical commitment.

According to Farida Hanum (2009), through multicultural education from an early age, children are expected to be able to accept and understand cultural differences, which affect others, both in style, habits, customs, and practices. Thanks to multicultural education, a person from an early age is able to accept differences, criticism and experience a sense of empathy and tolerance towards others, regardless of status, social class, social class, gender, ethnicity, religion, and educational ability. Meanwhile, national identity according to Kaelan (2007, in Dwi Sulisworo et al, 2012: 4) is an expression of cultural values that are formed and developed in certain aspects of a nation's life with distinctive characteristics that distinguish the nation from other nations. In Indonesia, diversity is a special characteristic that becomes the national identity of the Indonesian nation.

In approaching multicultural education, in addition to general knowledge about it, it must also be accompanied by the cultivation of life values that reflect the identity and identity of the Indonesian nation. According to Nana (2018), Indonesian people must reflect four main characteristics of the nation, namely religious humans, humans as individuals, humans as social creatures, and humans as citizens with families. To cultivate this personality, educational institutions need to provide education about the values of life that become the identity of the nation, namely religious, honest, tolerance, discipline, hard work, creative, independent, and democratic. Curiosity, national spirit, love of the motherland, respect for achievements, friendship, love of peace, love of reading, care for the environment, social care, and responsibility. Multicultural education strategies should then be developed for their implications in schools. This can be implied in schools through

- 1) building models of diversity and inclusion in schools,
- 2) respect for linguistic diversity in schools,
- 3) develop gender-sensitive attitudes at school,
- 4) develop a deep understanding and empathy for injustice and social differences,
- 5) building anti-racist attitudes,
- 6) respect differences in ability and
- 7) appreciate the age difference.

In addition to instilling national values and identity, multicultural education must also integrate national identity through curriculum design based on local wisdom. In the teaching and learning process, educators must apply theory and practice with attention to cultural and social diversity. They can provide case studies on multiculturalism in Indonesia or can also be achieved indirectly by positioning students as social beings who are active in social life. Civic education must also be maintained and even optimized in the curriculum, because there we can develop the values of national identity that have previously been explained to students, with the hope that students not only know but also apply these values in everyday life.

## **CONCLUSION**

While the use of English can provide access to information and opportunities in various fields, it can also lead to loss of national identity and cultural heritage. But through a balanced

approach that promotes the importance of the use of English, it can also be used to strengthen national identities and languages. The rapid development of globalization and technology has made English a necessity in various aspects of life, including education, culture, and nationalism, in order to prevent unwanted threats to nationalism and culture, there is a need to raise awareness of the social, cultural, and economic significance of the use of English. A balanced approach is needed to address the phenomenon of widespread use of English, which can help individuals make informed decisions about the potential use of English while strengthening their national identity and mother tongue.

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