

## Role of English Fluency on Job Seekers' Perspective in West Jakarta

Dwi Puji Hastuti\*<sup>1</sup>, Rizky Mirani Desi Pratama<sup>2</sup>, Cucu Ika Agustianingrum<sup>3</sup>

<sup>1,2,3</sup> Universitas Bina Sarana Informatika, Jakarta, Indonesia.

\*Correspondence: ✉ \*dwi.dsu@bsi.ac.id

---

### Abstract

*The unemployment rate in DKI Jakarta is still a concern; until now, many graduates from different levels of education have not found work. English fluency also become one of the requirements in looking for a job. The research aims to assess the role of English fluency possessed by job seekers by involving approximately 100 people randomly in the West Jakarta area with three sub-districts that will be used as samples, namely Cengkareng sub-district, Kalideres sub-district, and Kembangan sub-district. The sample is from high school/vocational school graduates and universities. The research uses a quantitative approach by spreading e-questionnaires and observations to job seekers. From job seekers' perspective, the result on English fluency is that 51% are still at the beginner level, 47% are intermediate, and 2% are advanced. From a job seeker's perspective, beginner-level English skill means using basic expressions for introductions, personal details, and simple interactions and knowing everyday vocabulary and phrases, but it requires communication support. 74% need to upgrade their speaking skills to make English fluency effective for job seekers. The research examines job seekers' English fluency from their perspective.*

### Article History

Received: 27-Dec-2024

Revised: 07-Jan-2025

Accepted: 20-Jan-2025

### Keywords:

English Fluency

Job Seekers

Job Seekers Perspective

---

© 2025 Dwi Puji Hastuti, Rizky Mirani Desi Pratama, Cucu Ika Agustianingrum

This work is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/).

### INTRODUCTION

English language proficiency has become a pivotal skill in our interconnected world, offering numerous career opportunities and advancements, particularly in urban areas such as West Jakarta. This rapidly growing region has evolved into a centre for industries engaged in both domestic and international business activities. For jobseekers in West Jakarta, English fluency is often considered an asset that enhances their employability and helps them distinguish themselves in a competitive job market. Based on (Agustina et al., 2024), Communicating effectively in English is critical for professionals in several sectors. The demand for English-speaking professionals is exceptionally high in the hospitality,

finance, trade, and technology industries, where communication with international clients, partners, and colleagues is standard. The impact of English fluency extends beyond employability, influencing jobseekers' confidence and aspirations. Many multinational companies require employees who can communicate fluently in English (Rana & Shaikh, 2024).

Many individuals in West Jakarta view English proficiency as a mark of professionalism and a pathway to improved opportunities, higher wages, and broader career prospects. Creating an immersive language learning environment is essential for enhancing English language proficiency (Ishaka Putra et al., 2023). Effective communication in English often enhances job seekers' confidence during interviews, professional interactions, and career negotiations, all of which contribute to positive career outcomes. Examining the role of English skills from the perspective of job seekers in West Jakarta provides valuable insights into how language proficiency aligns with local employer expectations and the broader employment landscape.

Based on (Central Statistics Agency of West Jakarta, 2024b), the open unemployment rate in Jakarta in November 2024 was 6.18% after falling by 0.21% from the previous year. The Human Development Index (HDI) of West Jakarta City in 2024 reached 84.40% and is included in the high category. However, there are still 106.48 thousand poor people (Central Statistics Agency of West Jakarta, 2024). The unemployment rate can be partially attributed to the declining economic conditions in West Jakarta. This is a particular concern for various groups considering one of the fifth principles of Pancasila, namely 'Social justice for all Indonesian people,' which means that every citizen or citizen has the same opportunity in various things, both work and community life (Tim Hukumonline, 2024).

The English fluency of graduates currently varies greatly depending on several supporting factors such as education, social environment, and experience. Based on data from the EF English Proficiency Index in 2023 (EF English Proficiency, 2023), Indonesians' English fluency is still ranked 79th out of 113 countries with a score of 473, and the country that is ranked first is the Netherlands with a score of 647 and is ranked second by neighboring Singapore with 631. With a score of 473, this is still categorized as low and needs attention to create quality graduates ready to face the international world. Students from high school to college are known to have English language proficiency that is still below that of those who have joined the workforce (Hitipeuw, 2024). The increasingly complex development of the world encourages humans to try to adapt to the surrounding situation (Daar, 2021). If you have good English fluency, it will provide opportunities in the future for a better life (Muhammad & Nurwidayanti, 2024). English fluency includes four essential things: listening, speaking, reading, and writing. The problem today, many people still do not

realize how important English is in the current era and the future (Hidayah, 2021).

As highlighted in research conducted by (Mulyah et al., 2023) in Cilacap, digital-based English communication skills play a crucial role in businesses in Majenang, Cilacap. Many respondents emphasized the importance of English proficiency, particularly in digital contexts, for effectively communicating with international business partners and leveraging global opportunities. Consistently, respondents noted that digital-based English communication skills have a positive impact on enhancing their business marketing productivity. Some people might think that English is one of the learning materials in society nowadays; they know it is important but are not concerned about it. Indonesia's main challenges in improving English language skills across all levels of society include unequal access to learning and unequal quality of teaching across regions (Indriani, 2023). According to the Manpower and Transmigration Department (2020) in (Siregar et al., 2023), six of Indonesia's most trusted recruitment sites use English content, with four six of Indonesia's most trusted recruitment sites using English content, with four explicitly incorporating English. Multinational companies across various countries typically require English language skills as a prerequisite when recruiting potential employees.

From the perspective of job seekers in West Jakarta, especially in three sub-districts, namely Cengkareng, Kalideres, and Kembangan, English is often a significant challenge. Every graduate hopes to get a decent job with a minimum salary according to the regional minimum wage (UMR). DKI Jakarta is still the primary choice for job seekers who want a better life. This research explored how job seekers perceive the importance of English fluency and how this perception influences their job-seeking strategies, career objectives, and self-assurance. By analyzing these factors, this study highlights the broader socioeconomic implications of English fluency for job seekers in urban Indonesian and offers actionable insights for improving job seekers' abilities.

## RESEARCH METHODOLOGY

### a. Research Design

This research was conducted in West Jakarta, DKI Jakarta. Although West Jakarta has 8 sub-districts, this research focuses on only 3 sub-districts: Cengkareng, Kembangan, and Kalideres. These sub-districts were chosen due to their representativeness of the diverse demographic and economic characteristics found across West Jakarta. Cengkareng, located near Soekarno-Hatta International Airport and emerging commercial areas, highlights the region's growing business and transportation sectors. Kembangan, characterized by its residential developments and increasing business presence, reflects the ongoing urbanization in the area. Kalideres with a blend of

industrial and residential zones, illustrates the challenges rapidly developing regions face. By selecting these sub-districts, the research aims to capture a wide range of socioeconomic conditions and employment opportunities relevant to the broader West Jakarta area. The type of research to be conducted is quantitative descriptive research, which analyzes phenomena in a population. Quantitative descriptive research describes, examines, and explains a phenomenon with data (numbers) as they are (Sulistiyawati & Trinuryono, 2022). This research uses 2 variables: English fluency (X1) and Job Seeker perspectives (Y).

#### b. Population and Sample

Based on (Badan Pusat Statistik Kota Administrasi Jakarta Barat, 2024), people have not worked or are unemployed in West Jakarta in 2024, such as senior/vocational high school 49.200 people; diploma/universities 15.932 people. The requirements for participants in our research are those aged 19-25 years. The population in this research comprises people who are unemployed in the three sub-districts. The research uses the Lemeshow formula with an estimation maximum of 50% and a sampling error of 10%, and the calculation with the formula shows that the minimum number of samples needed in this study is 96 respondents, rounded up to 100 (Somantri, 2021). The Lemeshow formula is used because the population is too large and has many varieties.

#### c. Data Collection

The data collection techniques to be used are e-questionnaires and observations. Google Form was used as the e-questionnaire platform (Kuncoro et al., 2021; Putri et al., 2020). The e-questionnaire was conducted by random sampling and using a Likert scale (Sugiyono, 2013) to measure the attitudes, opinions, and perceptions of a person or group of people about social phenomena and the scoring from 1-5. The number of statements to be submitted is 10 for the English skills perspective and 2 for the self-evaluation perspective. Observations are also carried out by providing several questions following the e-questionnaire to re-confirm whether what is filled in is correct.

Table 1. Respondent Percentage

Percentage (%)	Categories
81-100	Strongly Ready
61-80	Ready
41-60	Neutral
21-40	Not Ready
0-21	Strongly not ready

## RESULT AND DISCUSSION

### a. Demographics

Based on the assessment results of 100 respondents aged 19-25 who filled out the e-questionnaire and survey, it was found that:

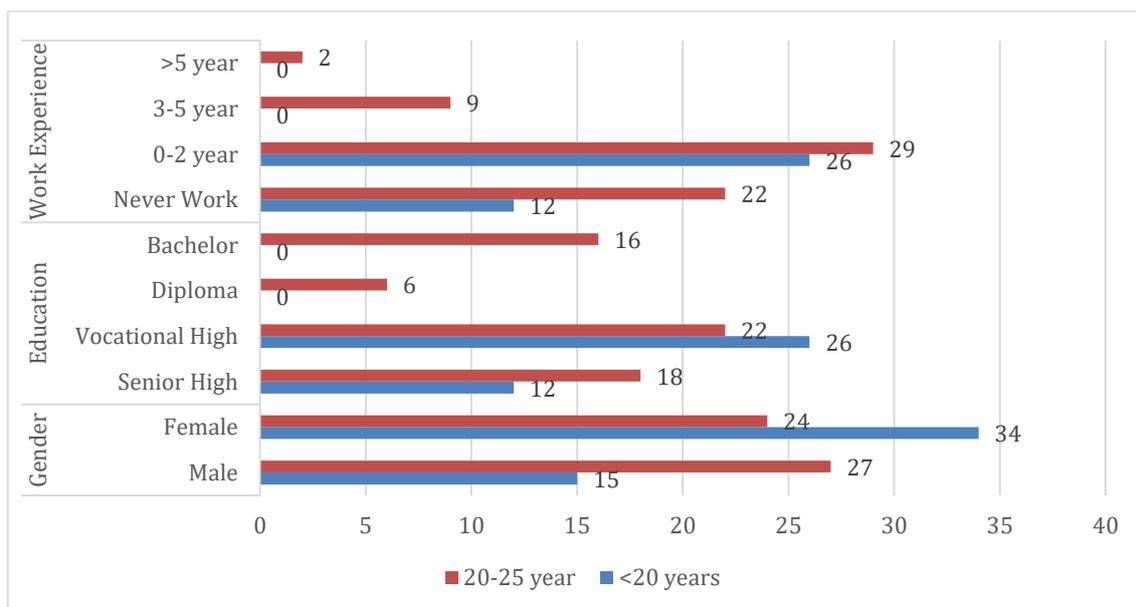


Figure 1. e-Questionnaire and Survey Results

The data provides insight into young job seekers' demographic and educational profiles. The age distribution is nearly balanced, reflecting a diverse group of individuals navigating the transition into adulthood and the workforce. The educational data indicates that most are high school or vocational school graduates, suggesting that many young job seekers enter the job market with foundational qualifications, often aiming for practical or entry-level roles. In contrast, fewer respondents possess a diploma (D3/D4) or a Bachelor's degree. At this point, supporting their preparation in improving their job readiness and perspective on career outcomes is challenging.

### b. English Proficiency Level Perspectives

The societal value and prestige tied to English proficiency in many cultures subtly encourage individuals to enhance their skills, often associating language mastery with success and professional advancement (Muthu Deepa et al., 2023). Understanding the levels of English proficiency within a community is essential for assessing the population's readiness to engage in global communication, access international opportunities, and adapt to the demands of a rapidly

globalizing world. Based on the job seekers' perspective survey, English skills are mainly at the beginner level, shown as 51% in Figure 2. The beginner means understanding and using everyday expressions such as introducing themselves, asking and answering about personal details, and interacting simply. They know basic vocabulary and phrases for everyday situations, like greetings, introductions, and simple questions. Communication is minimal and often requires support.

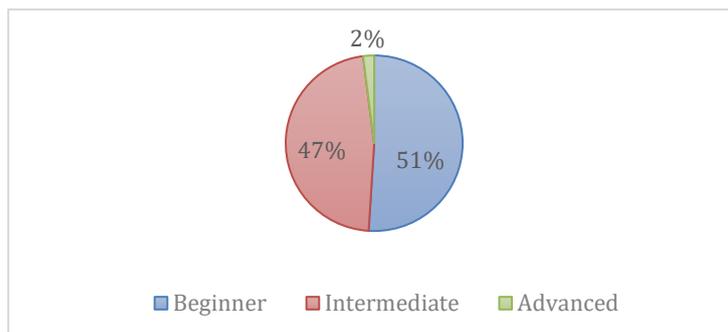


Figure 2. English Level Skills Perspective

Since most job seekers in West Jakarta are at the beginner level, English fluency can be interpreted as needed. Although it is a different 3% rather than the intermediate 47%, it concerns job seekers' preparation and 2% present of advanced level. Bridging this gap requires access to quality language resources and consistent practice. English fluency is increasingly becoming a fundamental requirement in many industries, especially in roles that involve communication with international clients or collaboration with diverse teams. Surveys and observations on job seekers in this area will show that many feel less confident using English professionally. Job seekers' perspectives indicate an urgent need to improve and expand existing training programs to meet the demands of the ever-growing industry.

**c. Skill Prioritization**

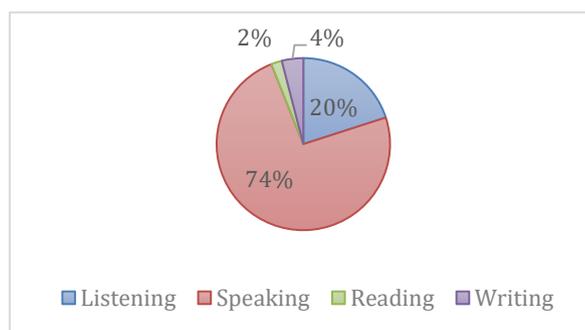


Figure 3. The Upgrade English Skills Job Seekers Need

From a job seeker's perspective, it is important to prioritize 74% speaking skills in English as it is the most sought-after area for improvement among job seekers. Other skills were 20% for listening and writing, 4%, and 2% for reading. Several important factors cause English fluency to decline; most students are reluctant to speak English when conversing with foreigners who use English (Kuncoro et al., 2021). The highest level of anxiety is the anxiety felt by students when participating in activities on speaking skills, followed by listening skills, writing skills, and reading skills (Astriyanti et al., 2023). Lack of understanding of vocabulary causes students to be less confident and afraid of making mistakes when speaking English (Ode et al., 2019). In the era of technology and global interaction that continues to develop, mastery of English, both orally and in writing, is very important (Butar et al., 2024; Ode et al., 2019). Additionally, enhancing listening skills, which garnered 20% of the responses, is equally vital for effective communication and comprehension in professional environments. While writing and reading skills received less attention, their integration into comprehensive training modules can ensure well-rounded proficiency, equipping job seekers with the versatility needed to excel in various roles and opportunities. The emphasis on speaking reflects the demands of industries in West Jakarta, where verbal communication plays a critical role in customer service, negotiations, and team interactions.

#### d. Challenges and Needs

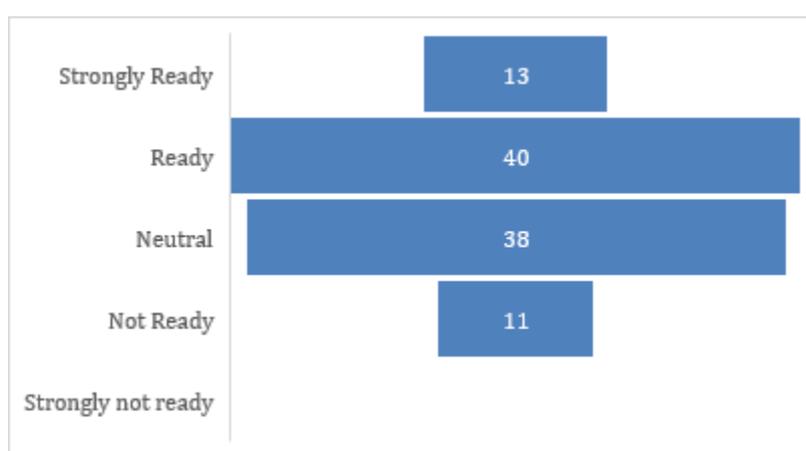


Figure 4. Respondent Percentage Results

Figure 4 shows the respondents' categories of role English proficiency from job seekers' perspectives in West Jakarta. The data suggests that a notable portion

of respondents (13%) are highly motivated and fully prepared to enhance their English skills for job-seeking purposes. Meanwhile, 40% who are "ready" indicate a positive inclination and some level of preparedness, though they may still need further development to meet professional demands. The 48% categorized as "neutral" reflect a mixed stance, possibly due to uncertainty about their proficiency or a lack of immediate plans to improve their English skills. On the other hand, the 11% who are "not ready" reveal potential challenges, such as limited access to resources, time constraints, or a lack of perceived necessity for English in their job search.

These findings highlight the importance of support systems to help job seekers in West Jakarta strengthen their English skills and employability. To address these needs, forward steps focusing on conversational English, public speaking, and real-world scenarios need to be implemented. Many next steps can be taken to empower job seekers with limited educational backgrounds to enhance their job readiness, access better opportunities, and adapt to the demands of a globalized job market.

## CONCLUSION

The research provides valuable insights into the demographic, educational, and language proficiency profiles of young job seekers in West Jakarta. Most job seekers are high school or vocational school graduates aged 19-25, reflecting a group at the early stages of their career journey. As 51% of respondents indicated, the predominant beginner level of English proficiency highlights the need to improve their employability in industries where English fluency is essential. Although it is a different 3% rather than the intermediate 47%, it concerns job seekers' preparation and 2% present of advanced level. From a job seeker's perspective, beginner-level English skill means using basic expressions for introductions, personal details, and simple interactions and knowing everyday vocabulary and phrases, but it requires communication support. Among language skills, speaking is the most critical area for improvement, with 74% of respondents prioritizing it, underscoring its importance in roles requiring verbal communication. Other skills were 20% for listening and writing, 4%, and 2% for reading. Though less emphasized, listening, writing, and reading skills foster comprehensive language proficiency.

## ACKNOWLEDGEMENT

Our thanks to Universitas Bina Sarana Informatika for the research grant that funding this research.

## AUTHOR CONTRIBUTION STATEMENT

Dwi Puji Hastuti: Conceptualization, Methodology. Rizky Mirani Desi Pratama: Data curation, Writing- Original draft preparation. Cucu Ika Agustianingrum: Writing- Reviewing and Editing.

## REFERENCES

Agustina, V., Thamrin, N. R., & Oktoma, E. (2024). The Role of English Language Proficiency in the Global Economy and Business Communication. *International Journal Administration, Business & Organization*, 5(4), 82–90. <https://doi.org/10.61242/ijabo.24.423>

Astriyanti, D., Syahadati, E., & Hafis, M. (2023). Investigasi Tingkat Kecemasan Mahasiswa terhadap Empat Keterampilan dalam Bahasa Inggris. *JIIP - Jurnal Ilmiah Ilmu Pendidikan*, 6(4), 2639–2647. <https://doi.org/10.54371/jiip.v6i4.1850>

Butar, C. W. N. B., Yolanda, C., & Hasanah, U. (2024). Eksplorasi Pentingnya Keterampilan Berbicara Bahasa Inggris dalam Konteks Bisnis Global: Implikasi bagi Kesuksesan Mahasiswa dan Pertumbuhan Bisnis. *JAKADARA: JURNAL EKONOMIKA, BISNIS, DAN HUMANIORA*, 3(1), 243–254. <https://doi.org/10.36002/jd.v3i1.2966>

Central Statistics Agency of West Jakarta. (2024a). *Angka Kemiskinan Jakarta Barat Maret 2024: Lanjut Membaik*. <https://jakbarkota.bps.go.id/id/pressrelease/2024/08/05/547/angka-kemiskinan-jakarta-barat-maret-2024--lanjut-membaik.html>

Central Statistics Agency of West Jakarta. (2024b). *Indikator Kesejahteraan Rakyat Kota Jakarta Barat 2024*. <https://jakbarkota.bps.go.id/id/publication/2024/12/31/b8415c27197101922ccb7fb/indikator-kesejahteraan-rakyat-kota-jakarta-barat-2024.html>

Central Statistics Agency of West Jakarta. (2024c). *Keadaan Ketenagakerjaan Kota Jakarta Barat Agustus 2024*. <https://jakbarkota.bps.go.id/id/pressrelease/2024/11/18/552/keadaan-ketenagakerjaan--kota-jakarta-barat--agustus-2024.html>

Daar, G. F. (2021). PENANAMAN PENGETAHUAN DAN KETERAMPILAN BERBAHASA INGGRIS SISWA SD PEDESAAN MELALUI KURSUS BAHASA INGGRIS INTENSIF. *JURNAL PASOPATI*, 3(1), 47–53. <https://doi.org/10.14710/pasopati.2021.7594>

Hidayah, W. N. (2021). Konsep Solusi Terhadap Problem Keterampilan (Skills) Berbahasa Inggris di Lembaga Pendidikan Indonesia. *Jurnal Pendidikan Indonesia*, 2(10), 1824–1834. <https://doi.org/10.59141/japendi.v2i10.314>

Hitipeuw, J. (2024, April 4). Kegagalan Pengajaran Bahasa Inggris di Sekolah dan Perguruan Tinggi Indonesia. Kompas.Com. <https://www.kompas.com/edu/read/2024/04/04/104057171/kegagalan-pengajaran-bahasa-inggris-di-sekolah-dan-perguruan-tinggi?page=all>

Indriani. (2023, November 28). Riset sebut kemampuan bahasa Inggris masyarakat Indonesia masih rendah. Antara: Kantor Berita Indonesia.

Ishaka Putra, J., Muh Halilurrahman, L., & Riadi Jaelani, S. (2023). Enhancing English Language Proficiency: Strategies for Improving Student Skills. *Journal of Scientific Research, Education, and Technology (JSRET)*, 2(3), 1118–1123. <https://doi.org/doi.org/10.58526/jsret.v2i3.205>

Kuncoro, A., Erlangga, F., & Ramliyana, R. (2021). Kepercayaan Diri Siswa dan Pengaruhnya Terhadap Keterampilan Berbicara Bahasa Inggris. *Prosiding Seminar Nasional Pengabdian Masyarakat Universitas Ma Chung*, 1, 294–305. <https://doi.org/10.33479/senampengmas.2021.1.1.294-305>

Muhammad, A. F., & Nurwidyayanti. (2024). PENINGKATAN KETERAMPILAN BAHASA INGGRIS MELALUI METODE PROJECT BASED LEARNING DI SD INPRES TAMALANREA 1. *Jurnal Review Pendidikan Dan Pengajaran (JRPP)*, 7(2), 4826–4830. <https://journal.universitaspahlawan.ac.id/index.php/jrpp/article/view/27394>

Muliyah, P., Fathurohim, Maliki, A., Habib, M., Indri, & Mufieda, J. (2023). PENGARUH KETERAMPILAN KOMUNIKASI BAHASA INGGRIS TERHADAP MARKETING DALAM BISNIS BERBASIS DIGITAL. In J. Nadik (Ed.), *Prosiding Seminar Internasional Peluang dan Tantangan Perguruan Tinggi di Era Industri 4.0 dan Society 5.0* (Vol. 1, pp. 430–436). Universitas Wahid Hasyim Semarang. <https://publikasiilmiah.unwahas.ac.id/index.php/icon/article/view/10614>

Muthu Deepa, M., Lilly Golda, T., Ahamed Meeran, J., Sivalanka, V., & Shanmuga Priya, P. (2023). The Role of English Language Proficiency in Career Advancement: A Review of Empirical Studies. *Journal of Harbin*

*Engineering University*, 44(8), 1293–1300.  
<https://harbinengineeringjournal.com/index.php/journal/article/view/1052>

Ode, W., Rizky, T., & Suharmoko, S. (2019). Peningkatan Kemampuan Berbicara Dalam Bahasa Inggris Melalui Storytelling Pada Siswa SMK Negeri 3 Kota Sorong. *Jurnal Bahasa Dan Linguistik*, 9(1), 1–13.  
<https://doi.org/10.33506/li.v9i1.731>

Putri, M., Ariyani Pedo, V., & Pawestri, N. (2020). *Analyzing the Factors Influencing Students' Fluency in English Speaking Skills: A Case in Bina Nusantara University*. 1–6. <https://doi.org/10.4108/eai.12-10-2019.2292184>

Rana, M. S., & Shaikh, R. (2024). The Role of English Speaking-Skills in Career Progression: A Case Study among Sudanese Undergraduate EFL Students. *World Journal of English Language*, 14(2), 349–357.  
<https://doi.org/10.5430/wjel.v14n2p349>

Siregar, R., Nuraida, N., Hutagaol, D., Umi Kalsum, E., Hariani, F., & Ramadhan, A. (2023). Pentingnya penggunaan Bahasa Inggris dalam proses melamar pekerjaan. *Jurnal Derma Pengabdian Dosen Perguruan Tinggi (Jurnal DEPUTI)*, 3(2), 191–197. <https://doi.org/10.54123/deputi.v3i2.281>

Somantri, B. (2021). Kontribusi Etnosentrisme dan Gaya Hidup terhadap Keputusan Pembelian Baju Batik sebagai Identitas Diri. *CAKRAWALA – Repositori IMWI*, 4(2), 218–228.  
<https://doi.org/doi.org/10.52851/cakrawala.v4i2.87>

Sugiyono. (2013). *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R&D)*. Alfabeta.

Sulistiyawati, W., & Trinuryono, S. (2022). ANALISIS (DESKRIPTIF KUANTITATIF) MOTIVASI BELAJAR SISWA DENGAN MODEL BLENDED LEARNING DI MASA PANDEMI COVID19. *KADIKMA: Jurnal Matematika Dan Pendidikan Matematika*, 13(1), 68–73.  
<https://doi.org/10.19184/kdma.v13i1.31327>

Tim Hukumonline. (2024, May 17). *Arti Pancasila bagi Bangsa Indonesia dan Makna Lima Silanya*. Hukumonline.Com.  
<https://www.hukumonline.com/berita/a/pancasila-sebagai-dasar-negara-lt61f23142a7e13/?page=3>