

# AN OVERVIEW OF ENGLISH LANGUAGE PROFICIENCY INDEX IN EFL-COUNTRIES

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## ABSTRACT

The English Proficiency Index (EPI) ranking released by Education First (EF) shows that Indonesian EPI falls under Vietnam in 2016 and commits a decreasing trend since 2011. Besides, other EFL-countries, e.g., Belgium and Argentina, could reach the 11<sup>th</sup> and 19<sup>th</sup> world ranking in the same year. These phenomena showed that Indonesian had problems in improving English language proficiency. Therefore, this paper is aimed at; (1) pointing out the factors affecting EPI from social-cultural, legal and educational perspectives, (2) factors affected by EPI, and, (3) recommendations for improving EPI based on the other EFL-countries with high EPI. The present study was a literature study. The results of the study showed that (1) the factors affecting EPI from social-cultural perspective could be caused by the various *mother tongue* interferes, from legal perspective could be caused by limited occasion that give chance for English as a foreign language to be used according to Indonesia regulation, and from educational perspectives could be caused by the changes of curriculum that did not meet the expectation to improve Indonesian English proficiency (2) there are three main aspects that are directly affected by the English proficiency index, namely; economic development, innovation, and technology development (3) to improve Indonesian EPI requires evaluation of educational expenditure support, foreign language education policy and also pre-service and in-service English language teacher education. The results of this study are expected to give contribution to the improvement of Indonesian EPI.

**Keywords:** *English Language Proficiency Index (EPI), EFL-countries*

## INTRODUCTION

English is used to be the language of international trade and diplomacy and the indicator of the well-educated upper class, but then globalization, urbanization, and the internet expansion changed its role becoming the basic skill for the entire global workforce. English has not associated with the United Kingdom and the United States anymore, but becoming the lingua franca of the world (ELF). Each country's English ability is indicated by the English proficiency index (EPI). EPI is a standardized measurement of adult English proficiency that could be used to compare a country's English proficiency with other countries (EF EPI First Edition, 2011). From 2011 to 2016, the countries involved in the comparison raised from 44 to 72 countries. It shows that more people in various countries are interested in taking the test for their English proficiency.

The EF EPI bands cover 5 proficiency levels, namely; very high, high, moderate, low, and very low proficiency. The table below shows the relationship between EPI bands with the sample task of proficiency performance.

Table 1. *Relationship between EPI Band and Sample Task*

EPI Bands	Sample Task
Very High Proficiency	<ul style="list-style-type: none"><li>• Use nuanced and appropriate language in social situations</li><li>• Read advanced texts with ease</li></ul>

	<ul style="list-style-type: none"> <li>• Negotiate a contract with a native English speaker</li> </ul>
High Proficiency	<ul style="list-style-type: none"> <li>• Make a presentation at work</li> <li>• Understand TV shows</li> <li>• Read a newspaper</li> </ul>
Moderate Proficiency	<ul style="list-style-type: none"> <li>• Participate in meetings in one's area of expertise</li> <li>• Understand song lyrics</li> <li>• Write professional emails on familiar subjects</li> </ul>
Low Proficiency	<ul style="list-style-type: none"> <li>• Navigate an English-speaking country as a tourist</li> <li>• Engage in small talk with colleagues</li> <li>• Understand simple emails from colleagues</li> </ul>
Very Low Proficiency	<ul style="list-style-type: none"> <li>• Introduce oneself simply (name, age, country of origin)</li> <li>• Understand simple signs</li> <li>• Give basic directions to a foreign visitor</li> </ul>

Source: EF EPI Sixth Edition, (2016:9)

The country's English proficiency is revealed to have a relationship with several aspects, namely; earning power, innovation, and technology (EF EPI Sixth Edition, 2016:10). English helps the people in a country to generate opportunities, strengthen employability and improve the knowledge and skill; therefore, the chance to get better earnings for better living is possible. Several studies conducted by EF shows that the countries with higher EPI tend to produce more high-technology exports and invest more in research and development in fields such as aerospace, computers, pharmaceuticals, scientific instruments, and electrical machinery and also have more researchers and technicians per capita, as well as larger number of research and development, (EF EPI Sixth Edition, 2016:10). High EPI countries also experience a high internet connectivity and mobile technology expansion. This condition would be very beneficial for the English education field where internet technology could facilitate teacher time optimization, instant feedback, personalize learning, innovative classroom interaction, assistance for learning disabilities, and up-to-date material.

This paper would discuss the existence of EPI in EFL-countries. There are 4 countries, Belgium, Argentina, Vietnam and Indonesia, which were compared to raise a finding of the EPI trend. Those countries are chosen because of several reasons, those are;

1. All of those countries are EFL countries. The final purpose of this paper is giving recommendation for Indonesia to improve the English Proficiency Index. Since Indonesia is an EFL-country, comparison should be made from similar EFL countries, so that the context will be similar.
2. Those 3 EFL countries (Belgium, Argentina & Vietnam) are scored EPI above Indonesia. At the same time, those 3 EFL countries represent each continent; Belgium represents Europe, Argentina represents America, & Vietnam represents Asia.
3. This paper was not focussing on the presence of low or high proficiency level. This paper gives more emphasis that there are still countries that could get higher position in EPI compared with Indonesia although Indonesia already get *Moderate Proficiency Level* in 2016.

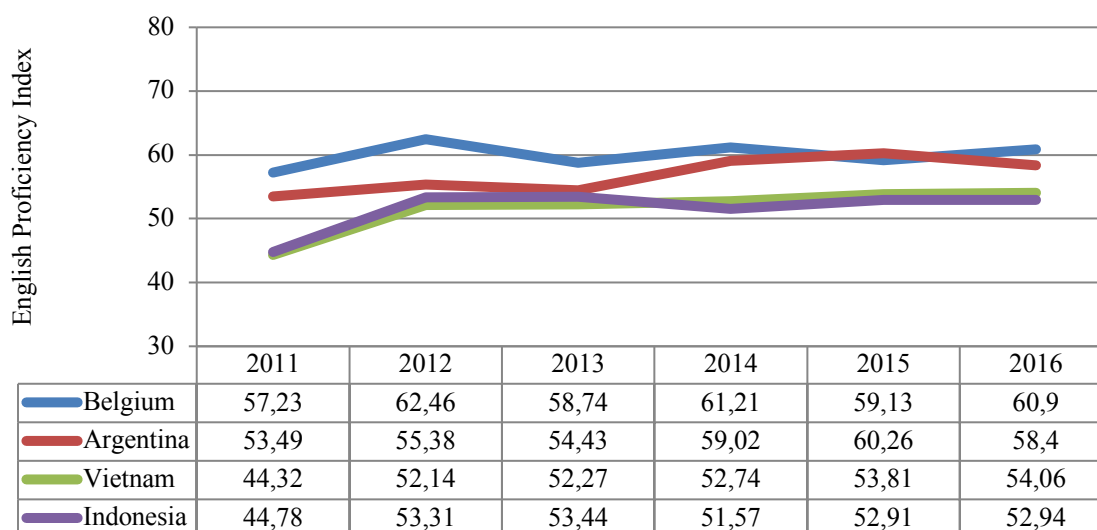
4. Therefore, the countries below Indonesia were not selected to be compared.

Findings on EPI trend from those 4 countries then would be used as the basis of further comparison on several factors that are affecting EPI (seen from; socio-cultural perspective, legal perspective and educational perspective) and affected by EPI (correlated with; economic growth, unemployment rate, research publication, & internet users). The factors that are affecting and affected by EPI would be drawn from Indonesian context. Finally, recommendations to improve EPI would be drawn from the other three successful EFL-countries.

### INDONESIAN EPI COMPARED WITH OTHER EFL COUNTRIES

Indonesia is a country with a moderate English proficiency level. Among 19 ASIAN countries that are compared in 2016, Indonesia falls in number 8 under Vietnam in number 7. If Indonesia is compared with the all 72 countries all over the world, Indonesia could only reach the 32<sup>nd</sup> place far behind other EFL-countries e.g., Belgium and Argentina.

The line graph below illustrates the EPI score trend comparison of Belgium, Argentina, Vietnam and Indonesia from 2011 to 2016.



Graph 1 EPI Scores Trend Comparison  
Source: EF EPI 1st - 6th Editions (2011-2016)

The English proficiency index of all countries above showed a rising trend over the period. Belgium was in the highest rank in all years except 2015 but performed the lowest score improvement. The EPI scores only improve 3.67 from 2011 to 2016. Argentina scored 53.49 points in 2011 and improved 4.91 points in 2016 to 58.4. Indonesia improved significantly from 2011 to 2012 but remain flat until 2016 where the total improvement was only 8.16 points from 44.78 to 52.94. Vietnam is the only country that could maintain a steady EPI scores improvement for 6 years. The total score improvement gained by Vietnam was 9.74 point. It starts at 44.32 in 2011 and finished at 54.06 in 2016 and the scores were never decreased for 5 years. In 2015 Vietnam was actually below Indonesia, but then from 2013 to 2014 Indonesian EPI fell below Vietnam, and continued until 2016.

This comparison shows that there is a problem in Indonesian English proficiency. There are factors that affect and affected by EPI itself.

## **FACTORS AFFECTING ENGLISH PROFICIENCY INDEX IN INDONESIAN CONTEXT**

### **Socio-Cultural Perspective**

Indonesia is the biggest archipelago in the world, comprising approximately 17.504 islands, 300 ethnic group, 1.340 tribes and 1.211 local languages (Sekjen Pusat Pengolahan Data, 2013, Kemsekneg RI, 2017, Kompas, 2017). Most of Indonesian would be first introduced to their local language as a *mother tongue* and then Bahasa Indonesia as their second language since it is the Indonesian official language. Bahasa Indonesia is used as the daily conversation especially in the cities where the people are coming from various island and it is the compulsory language at school or any other formal institutions. This socio-cultural condition tends to bring a challenge for Indonesian to be easily successful in learning foreign languages, especially English, because of the *mother tongue* interfere and a very limited English communication chance.

Many researchers discovered that mother tongue gives a negative effect on English performance. Atetwe (2013:81) mentioned that there are several aspects English performances that are affected by the use *mother tongue*, namely; pronunciation, writing, self-confidence, and communication skills. The difference of orthography and pronunciation between English and *mother tongue* challenges the students' ability in spelling, syllable, vocabularies, grammar, and meaning. It makes the students do wrong pronunciation, wrong blending, false constructions, carelessness, etc. (Mamo, 2016:103). In line with those statements, Sriprabha (2015: 299) stated that vagueness, general ineptness, *mother tongue* transfer/interfere, different sound system and spelling symbol, inappropriate example (teacher) as well as fossilization are several influences of mother tongue toward English performance. Those statements strengthen the assumption that the low English proficiency index could be caused by the various *mother tongue* interferes.

### **Legal Perspective**

The development of language policy in Indonesia should be traced back to the post-World War I. Zakaria, (2015:10) states that Indonesia was exposed to Dutch language under the 350 year of Dutch colonization. The texts books language at high school and university were using the Dutch language. Then, the Indonesian youth congress established on October 28<sup>th</sup> 1928 where '*Sumpah Pemuda*', the Indonesian youth oath of allegiance to Indonesia, was pledged. The last statement of the oath stated that the unity language of Indonesians is Bahasa Indonesia. Simpson (2007) in Zakaria (2015:11) mentioned that the reasons for choosing Bahasa Indonesia (Malay) as the national language are; (1) Malay was used as lingua franca of the archipelago, (2) It was the language of instruction in many areas, and (3) It was widely spoken both by the majority and minority groups. During the Japanese reign, Bahasa Indonesia experienced vast growth. Finally, after the declaration of Independence on August, 17<sup>th</sup> 1945, Bahasa Indonesia was established as the official language by the 1945 Constitution of the

Republic of Indonesia chapter XV about national flag, language, coat of arms and anthem, article number 36.

In its development, definition, position, and function of other languages, especially foreign language is regulated in the Constitution of the Republic of Indonesia number 24 in 2009 about national flag, language, coat of arms and anthem. Article 1 number 7 mentions that the foreign language is a language other than Bahasa Indonesia and regional/local languages. It shows that English is not considered as a special foreign language. English position as foreign language is equal with Germany, French, Japanese, Arabic, etc. Regarding to its function, any foreign languages could be used as a medium of instruction only to support the students' ability in using a foreign language (Article 29 number 2). Publication of scientific papers for the purpose or field of special studies may use regional or foreign languages (Article 35 number 2). A foreign language may be used to give information on domestic or abroad goods products or services circulating in Indonesia (Article 37 number 2). English can be used in general signs, guide, public facilities, banners, and tools other information which is a public service to complement Bahasa Indonesia (Article 38 number 2). The mass media that has a special purpose or a specific goal may use a foreign language (Article 39 number 2). There is no any special function given to a specific foreign language. Even in Article 31 number 2, which mentions that the bilateral agreement draft is written in Indonesian, the national language of that other country, and /or English, and all texts are the same as the original. It is clear that Indonesian language regulation put Indonesian as the main and official language while English as a foreign language which is optional and purposeful.

This legal perspective then gives a negative impact on the Indonesian's English proficiency, because English is not too important if it is viewed from the angle of legal perspective. There is only limited occasion, according to regulation that given chance for English as a foreign language to be used, and even if there is a chance, the chance is equal to the other foreign language.

### **Educational Perspective**

English language education in Indonesia could not be separated from the development of the curriculum. The table below shows the change of curriculum since Indonesian independence in 1945 and its approaches as well as for purposes to English education.

Table 2. *Indonesian Curriculum Development*

<b>Year</b>	<b>Name of Curriculum</b>	<b>Approaches to English Education</b>	<b>Purpose of English Education</b>
1947	<i>"Rentjana Pembelajaran - Leer Plan"</i> (Dutch Language)	Grammar Translation	Developing English language skills, emphasized on reading skill development *these three curricula are
1952	<i>"Rentjana Pembelajaran Terurai"</i>	Grammar Translation	<b>Planning-oriented</b>
1968	<i>"Rentjana Pendidikan"</i>	Audio Lingual	

	Subject-centred curriculum		
1975	“ <i>Satuan Pelajaran</i> ” <b>Purpose-oriented</b> curriculum	Eclectic	Similar to the previous curriculum with an addition on equipping students with the language’s components (grammar, pronunciation, and vocabulary), the emphasis is on linguistic pattern.
1984	“ <i>Kurikulum 1975 yang disempurnakan</i> ” <b>Process-oriented</b> curriculum	Communicative	Similar to the previous curriculum with an emphasis on the development of communicative competence
1994	Meaning-based curriculum <b>Process-oriented</b>	Communicative-Meaningfulness	Developing reading skill, followed by speaking, listening and writing as a form of communicative competence.
2004	“ <i>Kurikulum berbasis Kompetensi</i> ” Competence-based curriculum <b>Result-oriented</b> *never actually launched	Communicative-Meaningfulness  Genre-based	Achieving communicative competence and discourse competence. Addition of culture awareness in KTSP
2006	“ <i>Kurikulum Tingkat Satuan Pendidikan</i> ” School-based curriculum <b>Result-oriented</b>		
2013	“ <i>Kurikulum 2013</i> ” <b>Action-oriented</b>	Scientific  Project-based	Similar to previous with an emphasis on the real-life practice.

Sources: Cahyono & Widiati (2011:1-13; Lie (2007:4); Kemendikbud (2014); Putra (2014:64)

The Indonesian curriculum had changed nine times in 66 years. The change showed a well-stratified improvement of a curriculum. The table shows that the changes in the curriculum orientation starting from the planning-oriented action oriented. Approach to English education also gradually shifted from grammar translation to scientific approach. Students used to be expected to master the language competence including; language skills & linguistic pattern, etc. Then, the latest developments in 1994-2013 show that communicative and discourse competence become the priority of English education purpose.

It seems that there is nothing wrong with the changes shown on the table. However, there were several problems in its practice. In 1984, the approaches of teaching and learning process were student active learning and process-oriented approach (Cahyono & Widiati (2011:6). The underlying principle of the foreign language teaching shifted from

the teacher-centred to students-centred. It means that students were expected to give more participation to improve their communicative competence. But the material construction and presentation still put emphasize on language structure (Huda, 1999:145 in Cahyono & Widiati (2011:6). It shows a gap between the programs and the actual realization. English education was actually not improved yet at that time.

The gap in curriculum implementation was also found in 2006. KTSP failed in matching the purpose of the curriculum and the evaluation used to measure the success in English language teaching. Putra (2014:66) mentioned that the main target of KTSP is developing students' intercultural communicative competence which means that students are expected to be able to communicate with people from other countries with different cultures in a foreign language. But, the implementation of national examination (*Ujian Nasional/UN*) for grade 9 and 12 only test students' listening and reading was totally deviated from the goal. Therefore, most of the teachers implement the "teaching to the test" strategies in English to prepare students in answering the national examination where the major portion is given to reading and listening, while students get a limited time to practice speaking and writing. Many research findings on these issues revealed that although students scored high in the national examination, it does not guarantee that they have a high proficiency and communicative skill in English (Lengkanawati, 2002; Setiyadi, 2009; Putra, 2012 in Putra, 2014:66).

The other identified problem from the curriculum development rose when the curriculum 2013 would be implemented. Teachers' readiness and understanding of the 2013 curriculum became the challenge in implementing the curriculum. Teachers found difficulties in selecting a proper method of teaching and evaluation which in line with the curriculum principles. Weak planning on teaching and learning process resulted in a less-ideal instructional process as required by the curriculum. And, the evaluation still put emphasis on non-authentic assessment and given more portion on the cognitive domain only (Kahasanah, 2015:68; Lianawati, 2014:59).

Those evidences above show that educational field plays the main role in the English education in Indonesia. Although there are already several attempts to improve Indonesian English proficiency, the realization often did not meet the expectation which resulted in a bad impact on Indonesian English language proficiency index.

## **FACTORS AFFECTED BY EPI IN INDONESIAN CONTEXT**

Based on the EF-EPI Sixth Edition in 2016, there are three main aspects that are directly affected by the English proficiency index, namely; economic development, innovation, and technology development.

### **The Relation of English Proficiency and the Country's Economic Development**

The changing role of English as a medium of communication of the world makes the people who master English are able to get more opportunities of job offer, strengthen the employability and also broaden the knowledge. This will be resulted in the increase of net income per capita of a country. Data from World Bank showed that Vietnam growth in adjusted net national income per capita in 2015 is 9.6 % from 2014, while Indonesia is only 3.5 %. Research done by EF found that the higher EPI correlate positively with the

income, which contributes to the better quality of life. Besides, the rise in English proficiency lowered the unemployment rate (EF EPI Sixth Edition, 2016:10). According to the latest data from Statistics Indonesia (BPS), the unemployment rate of Indonesia fell to 5.5 % of the nation's labour force, or 7.02 million people in absolute terms, in 2016. In other hand, Vietnam's unemployment rate is 2.1 % in the same year. From those evidences, it is undeniable that English proficiency plays a very significant role in the nation's economic development.

### **The Relation of English Proficiency and the Country's Innovation**

English connects people around the world to share ideas of innovations. EF researchers found that English proficiency contributes to the high number of the inventions in the field of technology, such as aerospace, computers, pharmacy, scientific instruments, and electrical machinery (EF EPI Sixth Edition, 2016:12). It is also mentioned that English skills allow researchers to access the primary sources of scientific literature from all over the world. This will ease the researcher in producing a new and updated publication. The table below shows the country rank based on the publication as adapted from Scimago journal and country rank.

Table 3. *Scimago Journal and Country Rank*

Rank	Country	Documents	Citable Doc.	Citations	Self-citations	Citations per Doc.	H index
19	Belgium	447044	414224	9511708	1276664	21.28	661
88	Argentina	174968	165384	2389147	480251	13.65	337
153	Vietnam	35445	33937	347394	51341	9.8	167
203	Indonesia	54146	51665	380569	50906	7.03	175

Source: Scimago Lab & Scopus, (2017)

The country rank is in line with the EPI rank in Graph 1. Indonesia is far below Vietnam, there are 50 countries between them. Although Indonesia publishes more articles, Vietnam gains a higher citation per document. It is almost 3 points higher than Indonesia. It means that the quantity of the publication was not followed by adequate qualities to be cited by other researcher, while Vietnam's articles show their quality by the number of citations that exceeds the number of citable documents. In other hand, Belgium and Argentina are far away above. Both of those countries are superior in every aspect. High EPI is highly contributed toward the research publication in these countries. These evidences support the proposition that English language proficiency affects the country's innovation in a form of research publication.

### **The Relation of English Proficiency and the Country's Technology Development**

Internet connectivity and mobile technology as a major indicator of technology development is closely related with the country's EPI. The higher English proficiency a country has, the higher number people are able to use internet in their everyday life. The table below show the number of internet users in 4 EFL-countries.



Country	Internet Users	Population	Internet Users by Population (%)
Belgium	10,060,745	11,371,928	88.5 %
Argentina	30,359,855	43,847,277	69.2 %
Vietnam	49,063,762	94,444,200	52.0 %
Indonesia	53,236,719	260,581,100	20.4 %

Source: <http://www.internetlivestats.com>, 2016

Almost 80% of Indonesian population in 2016 is internet-less while more than half of Vietnam population could already access internet. Argentina and Belgium still lead ahead with more percentage of internet users by population. This ranking is also in line with the EPI ranking of those four EFL-countries. It is clear that the increase in internet access is the evidence of the effect of EPI on technology development.

Internet connection also support the language learners from all over the world to easily learn language through a more innovative language learning product in a form of mobile application which can be accessed for free (EF EPI Sixth Edition, 2016:14). Besides, English education practitioner especially teachers who could access internet would be able to update their knowledge about innovative and updated instruction. Besides the integration of technology had widely researched and found that technology facilitate the instructional process in various ways (Ghavifekr & Rosdy, 2015; Ali et.al, 2015; Ziden, et.al, 2011; Aduwa & Iyamu, 2015; Meenaksi, 2013). Students can work in differentiated instruction using the medium of computer or internet connection that would make the learning time more effective. Many instructional systems built to facilitate classroom with a real-time interaction that would be so beneficial in giving feedback or even to administer learning task and assignment, e.g., Facebook group, Edmodo, etc.

## RECOMMENDATIONS IN IMPROVING EPI

Therefore, there are several recommendations that could be given to improve Indonesian EPI which are taken from the other successful EFL-countries, those are;

### Evaluate the Amount of National Spending on Education

The table below shows the comparison of the average of government spending on education as % of GDP from 2011-2016.

Table 5. *The Average of Government Spend on Education as (%) of GDP (2011-2016)*

Country	(%) of GDP
Belgium	6.45 %
Vietnam	6.00 %
Argentina	5.18 %
Indonesia	3.37 %

Source; [data.un.org](http://data.un.org) & [data.worldbank.org](http://data.worldbank.org)

The data shows that Indonesian government average expenditure on education from the total GDP is the smallest among the other three countries in 2011-2016. Vietnam even spent more on Education than Argentina, while Belgium is still the highest with 6.45% of the GDP. It means that if Indonesia would like to improve the education quality, Indonesia needs to start from improving the education funding.

### Evaluate the Foreign Language Education Policy

The present policy of English language education in Indonesia is regulated in *Peraturan Pemerintah Republik Indonesia Nomor 32 Tahun 2013* which mentioned that English education is the subject that is tested in National Examination for junior high school. So, English is mandatory, starting in the grade 7 (age 12) and elective in the lower grades. While, in the context of the countries with higher EPI level, English was introduced earlier. In Argentina, the National Education Law in 2016 mentioned that foreign language learning is mandatory at primary and secondary education levels. Most of the provinces then, tended to teach English at the grade 4 (age 9) and the rest are between the ages of six and 12 (British Council, 2015:15). Intercultural competencies are the main goal of language learning. Besides, Argentina implemented the *Jornada Ampliada* project in 2013, in which aimed at giving three teaching hours each day to teach art and English to the higher grades of primary students.

This situation also happened in Vietnam, where the Decision 1400 in 2008 on the improvement of foreign language teaching and learning in the national education system for the 2008-2020 was declared to spread the introduction of English at Grade 3 (age 8), which is known as Project 2020. Vietnam government also suggest elementary school to have at least a computer, a projector, a CD player, TV, speakers, microphones, flashcards, etc. to support the English instructional process in elementary school (Trang, 2012:116). Based on those evidences, Indonesia should consider introducing English earlier, so that students get more time in learning English both for their communicative competence and also prepare for National Examination test. Besides, the introduction of English in elementary school should also be completed by a clear program guideline and an adequate teaching aids support.

### Evaluate the Pre-Service and In-Service English Language Teacher Education

Teacher failure in interpreting the curriculum become the reason of low proficiency level performed by Indonesian, (Kahasanah, 2015:68; Lianawati, 2014:59). Therefore, the continuous education and training for both pre-service and in-service English teacher is required to maintain the teachers' instructional skill and quality. Improving the quality of English language teacher education institution is recommended to improve the quality of pre-service teacher. The table below illustrates the number of accredited ELT department in Indonesia which differ in term of accreditation result.

Table 6. *English Language Teaching Department Accreditation*

Accreditation	Number of Departments	Percentage (%)
A	14	4.68

B	185	61.87
C	100	33.44

Source: BAN-PT, 2016

Indonesia has 299 accredited ELT departments. There are only 14 (4.68%) of them are accredited A. Most of them are accredited B and there are still many departments are still accredited C. Accreditation assess all aspects of department's operation starting from the students' enrolment until alumni organization. Therefore, the score reflects the quality of the department itself. From above table, Indonesia has to struggle more in improving the ELT department to meet the expected standard of quality to assure the output or ELT teacher candidate competency and skill.

One of the effective ways to maintain in-service teachers' competency is doing a Lesson Study program (Sulistiyo, 2016:403). Lesson study is collaborative teachers' studies that would facilitate each of the teacher participants to improve subject matter knowledge, teaching skills/pedagogical expertise, self-awareness, understanding of learners, understanding of the curriculum, develop confidence regarding the selection of proper teaching method materials, and plans for career advancement that will lead to better instructional result (Richards and Farrel, 2005 in Sulistiyo, 2016:404).

## CONCLUSION

Finally, it can be concluded that EPI plays a significant role in determining the country's ability to compete internationally. English proficiency index has an ability to reflect the country's economic development, innovation and technology development. However, the internal factor, namely; socio-cultural, legal and educational aspect contributes to the degree of EPI in a certain country.

Indonesian could perform a moderate English proficiency level based on the ranking released by EF-EPI sixth edition in 2016, but it is still below Vietnam, Argentina and Belgium that showed a good improvement during the last 5 years. There are several pieces of evidence that indicate the lag of Indonesia in international competition compared with Vietnam, Argentina and Belgium, such as; (1) lower income power, (2) higher unemployment rate, (3) lower quality of international publication and (4) lower number of internet users. Therefore, evaluation of educational expenditure support, foreign language education policy and also pre-service and in-service English language teacher education are required to improve Indonesian English proficiency index which will support further International competitions.

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