

THE IMPACT OF ENGLISH LANGUAGE PROFICIENCY ON THE RECRUITMENT AND SELECTION PROCESS: A STUDY FROM P.T. ENGLISH EFFICIENT SERVICES

Oleh:

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ABSTRACT

The purpose of this research is to know the impact of English Language Proficiency (ELP) on the recruitment process and selection process. This research was conducted using the descriptive method, in which data was obtained by collecting and then analyzing to present a description about the research object. The collected data was analyzed using a linear regression analysis, Pearson Product Moment correlation coefficient analysis, significance test, and coefficient of determination analysis in order to obtain a conclusion. Data collection techniques include sending out validated questionnaires and interviewing the human resources manager of the company. Based on the linear regression and Pearson Product Moment statistical analysis, it was found that English Language Proficiency has a positive impact on both recruitment and selection. Based on the significance test, it was found that for recruitment, $t_{\text{count}} = 1.013 < t_{\text{table}} = 1.960$, which means that ELP does not have a significant impact on the recruitment process. For selection, however, the $t_{\text{count}} = 3.162 > t_{\text{table}}$ value of 1.960, which means that ELP does have a significant impact on the selection process. Based on the coefficient of determination analysis, ELP affects the recruitment process as much as 3%. ELP affects the selection process as much as 23%.

Key words: proficiency, process, recruitment, selection.

I. INTRODUCTION

The current development of Indonesia's economy shows that many international companies are interested and seeking to open their business in Indonesia. This means that companies have to compete with each other to achieve and maintain excellence. By adjusting to any changes that occur in the business world makes these companies work more efficiently and improve competitiveness to maintain the viability of the company.

One of the changes occurring in the business world today is the use of the English language. English is more dominant and more widely spoken and written than Mandarin or any other language. In a world that is geared towards globalization, almost everything that is seen, read, and heard today are written or spoken in English. Because of this, English has become the *de facto* language of business.

In the business world, the understanding of the English language is one of the key skills for potential employees to get a good job and maintain that job. This skill is called English Language Proficiency or ELP and it plays a significant role in obtaining and also maintaining employment around the world (Shields & Price, 2002). It is reviewed and tested during the recruitment and selection process.

In Human Resource Management, recruitment and selection are two very detailed processes that must be conducted carefully. Almost all companies aim to ensure that the organization is properly staffed at all times and the way to get there is through recruitment and selection.

Firstly, in recruitment, companies must advertise a job opening to attract candidates to apply for the job. This is done so that companies have more choices to choose from in finding the right person for the job. To make sure that the right people apply as candidates for the job, a set of requirements are written down in the advertisements. A deadline for applicants is also included

in the advertisement. After an amount of candidates have applied and the deadline has closed, Human Resource Management must then go through the selection process and carefully screen through candidates to find the most qualified person for the job. After reviewing their *résumés* and applications, companies will screen applicants and call them in for a series of interviews and tests. This is done so that companies do not waste time and money on extra training and development that may be needed should they select the wrong applicant.

In remembering the usage of the English language today, most companies require applicants or candidates to be able to speak, read, and write in English. Without English Language Proficiency, employees may be hindered from getting opportunities to advance in the career ladder. According to Lugo, “knowing another language can only help,” and that “always having a second language on your *résumé* is a big interest to companies that operate in that language’s area. This is truly an advantage against those that do not speak another language” (as cited in Ball et al., 2010:355).

Based on the above explanations, the objectives of the study are:

1. To know how English Language Proficiency is in PT. English Efficient Services.
2. To know how recruitment is conducted in PT. English Efficient Services.
3. To know how the selection process is conducted in PT. English Efficient Services.
4. To know what the impact of English Language Proficiency is on the recruitment and selection process in PT. English Efficient Services.

II. REVIEW OF RELATED LITERATURE

2.1. Language

Language is a way for a person to communicate and to convey thoughts and ideas to another person. According to Fischer (2003:11), “in its simplest definition, language signifies ‘medium or information exchange.’ This definition allows the concept of language to encompass facial expressions, gestures, postures, whistles, hand signs, writing, mathematical language, programming (or computer) language and so forth.”

Robbins and Coulter (2012:438) describe that “age, education, and cultural background are three of the more obvious variables that influence the language a person uses and the definitions he or she gives to words.” They also state that “because language can be a barrier, managers should consider the audience to whom the message is directed and tailor the language to them,” and that “effective communication is achieved when a message is both received and *understood*.”

Lerer (2013:10) states that a language’s words may come from many sources. Sometimes, words may stay in a language for thousands of years. They may change in pronunciation or spelling, or even in meaning, but their root will be the same. These kinds of words make up a language’s core vocabulary.

English is one of the oldest languages in the western world. The history of the English language, as explained by Lerer (2013:11) states that English is a branch of the Germanic languages. Thus there are many words in English which are cognate with words in German, Dutch, and the Scandinavian languages. In fact, one of the features that distinguish the Germanic languages as a group is their shared, cognate vocabulary. In communicating in today’s world, the English language has become the global *lingua franca*, in which it unites the world together under one common international language. It is used in most of modern day mass media including television

broadcasts, radio broadcasts, newspapers, books, and many others. As stated by Ball et al. (2010:156) “An estimated 75 percent of the world’s Internet sites are in English.” Furthermore, Ball et al. (2010:153) defines *lingua franca* as “a foreign language used to communicate among a nation’s diverse cultures that have diverse languages.” As an example, Ball et al. finds that “English as a business *lingua franca* has spread so rapidly in Europe that well over half of EU adults can speak English. More than 40 percent of people in the EU speak it as a second language” (2010:153). In this way, English has become the language to link all the countries of the European Union together and almost all of the countries of the European continent

To be able to communicate more easily, one would have to be proficient in using a language. This way, more people would understand what one is saying. According to Carrasquillo (1994:65), “language proficiency is not a unidimensional construct but a multifaceted modality, consisting of various levels of abilities and domains. Personal, instructional, and linguistic factors influence the rate of acquisition of a second language and the development of different English language skills.” She further explains that “proficiency has several components, including grammatical or linguistic competence, sociolinguistic competence, and communicative competence”. In an earlier research, Cummins asserts that “language proficiency is the ability to use language for both academic purposes and basic communicative tasks.” Cummins also asserts that there are “two major dimensions of language proficiency: (a) communicative language skills, and (b) academic language skills” (as cited in Carrasquillo, 1994).

According to the California English Language Development Standards on the San Diego Unified School District website (2009), the following are factors or indicators of English Language Proficiency: (1) organization of ideas, (2) word/language choice, (3) sentence fluency, (4) grammar/syntax, and (5) conventions. The measuring of English Language Proficiency today is done by taking an international standardized

proficiency test. Two of these tests include the IELTS (International English Language Testing System) and the TOEFL (Test of English as a Foreign Language), each with different scoring measurements.

In the official website of IELTS (2013), the scoring system is explained that there is no pass or fail in IELTS. Candidates are graded on their performance, using scores from 1 to 9 for each part of the test—Listening, Reading, Writing and Speaking. The results from the four parts then produce an Overall Band Score.

For the TOEFL (Test of English as a Foreign Language) assessments, there are two test formats which include the TOEFL iBT Test based on the Internet, and the TOEFL PBT Test based on paper. Tests are divided into four sections measuring the basic language skills which include Reading, Listening, Speaking and Writing. In the official website of TOEFL (2014), the scoring system is as follows:

Table 2.1
TOEFL iBT® Test Scores

Skill	Score Range	Level
Reading	0-30	Low (0-14) Intermediate (15-21) High (22-30)
Listening	0-30	Low (0-14) Intermediate (15-21) High (22-30)
Speaking	0-4 points converted to 0-30 score scale	Weak (0-9) Limited (10-17) Fair (18-25) Good (26-30)
Writing	0-5 points converted to 0-30 score scale	Limited (1-16) Fair (17-23) Good (24-30)
Total Score	0-120	

(Source: Educational Testing Service Website, 2014)

Based on the table above, one can immediately interpret his or her English Proficiency level by looking at the score of the Internet Based Test which is done on the computer. For the paper based test, scores must be converted using a score conversion chart. Shanks (2004:521) outlines the scoring process for the TOEFL Paper Based Test follows these steps: After finishing a test, check your answers by using the answer keys given after each test. Determine the total number of correct answers for each section of the test. This is called your *raw score*.

Since there are no pass or fail in the TOEFL examination or assessment, the scores obtained from the test are then compared to the minimum requirements should the examinee want to apply to a university or a company. Shanks (2004:14) states that “there is no ‘passing’ or ‘failing’ score on the TOEFL. The test measures English proficiency only and it is up to the individual college or university to set its own minimum TOEFL score for admission. Minimum scores can vary from a low of 450 to a high of 630 or more. A score of 677 is considered perfect.”

2.2. Recruitment

Recruitment is usually defined as the process of drawing in new applicants to a company. In their book, Bernardin and Russell (2013) define recruitment as “the process of attracting applicants for the positions needed,” while Cascio (2010:199), in his book, defines recruitment as “a form of business contest and it is fiercely competitive.” Robbins and Coulter (2012:347), define recruitment as “locating, identifying, and attracting capable applicants.” Dessler gives another definition in his book when he states that “employee recruiting means finding and/or attracting applicants for the employer’s open positions” (2013:172).

Furthermore, Anbuvelan (2007:169) states that there are also a number of factors that affect the recruitment process and they are: (1) Size of organization, (2) The employment conditions in the community where the organization is located, (3) The effect of past recruiting efforts, (4) Working conditions and salary

and benefit packages offered by the organization, (5) The rate of growth of organization, (6) The level of seasonality of operations, future expansion and production programs, (7) Cultural, economic and legal factors, etc.”

According to Caruth et al. (2008) the need to recruit is triggered by either the human resource planning function or the human resource administration function. The former provides information on the number and kinds of new positions to be filled, while the latter identifies existing positions that must be filled due to terminations, promotions, retirements, and the like. New or open positions may be filled from within the organization, from outside the firm, or by using alternative methods such as overtime, contracting, or temporary employees secured from external agencies. If positions cannot be filled from within or if the use of alternative methods is not feasible, the organization must look to the labor market for the people it needs. Sources of employees must be identified, methods to reach these sources must be selected, and qualified individuals must be encouraged to apply for job openings in order to create a sufficient pool of applicants.

2.3. Sources of Recruitment

To attract applicants for a certain job, companies are able to use different mediums for recruitment. Companies can attract candidates internally or externally. In their book, Bernardin and Russell list the advantages and disadvantages of internal and external recruitment as follows:

Table 2.2
Advantages and Disadvantages
of Internal vs. External Recruiting

Recruitment	Advantages	Disadvantages
Internal	<ul style="list-style-type: none"> • More valid assessment of candidates • Reduces training time • Faster • Cheaper • Motivates current employees 	<ul style="list-style-type: none"> • Creates vacancies • Can stifle politics diversity • Insufficient supply of candidates
External	<ul style="list-style-type: none"> • Increases diversity • Facilitates growth • Can save training time • New/novel problem solving 	<ul style="list-style-type: none"> • Expensive • Slower • Less valid data on candidates • Stifles upward movement of personnel

Source: Bernardin & Russell (2013:164)

2.4. Selection

Selection is usually defined as a screening process after recruitment. Robbins and Coulter (2012:349) define selection as “screening job applicants to determine who is best qualified for the job.” They also state that “the selection process (interview, tests, background checks, and so forth) should be viewed as an opportunity to learn about an individual’s level of moral development, personal values, ego strength, and locus of control” (2012:163).

Human resource managers have to carefully screen each potential job candidate to make sure that they have placed the right man for the right job. Robbins and Coulter (2012:349) explains that “a decision is correct when the applicant was predicted to be successful and proved to be successful on the job, or when the applicant was predicted to be unsuccessful and was not hired. In the first instance, we have successfully accepted; in the second, we have successfully rejected.”

Errors made during the selection process, however, could bring trouble to the company. Robbins and Coulter (2012:349) further explains that “reject errors can cost more than the additional screening needed to find acceptable candidates,” and that “the costs of accept errors include the cost of training the employee, the profit lost because of the employee’s incompetence, the cost of severance, and the subsequent costs of further recruiting and screening.” Therefore, it is very important for the human resource department to carefully go through all of the applications in order to find the best qualified candidate to fill the vacant position.

2.5. Hypothesis

In this research, the hypothesis is defined as: “The higher the level of English Language Proficiency (ELP, the more significant the impact it will have on the recruitment and selection process.” In other words, the researcher defines the hypothesis as follows:

- a. If $H_0 : r_1 = 0$, then ELP has no significant impact on the recruitment process.
If $H_a : r_1 \neq 0$, then ELP has a significant impact on the recruitment process.
- b. If $H_0 : r_2 = 0$, then ELP has no significant impact on the selection process.
If $H_a : r_2 \neq 0$, then ELP has a significant impact on the selection process.

III. RESEARCH METHOD

The research sample consist of 35 employees of PT. English Efficient Services registered in Ratu Plaza, Jakarta from the seven various centers across Jakarta and Bandung. The value of the respondents' answers to questions on the questionnaire based Likert Scale (using five answer alternatives, starting from strongly agree to strongly disagree). Data from the questionnaires analyzed quantitatively by using the SPSS v16 software. Reliability using Cronbach Alpha value is greater than 0.6 (Ary et al. (2009:246), while Linear regression, correlation coefficient, significant test, coefficient of determination are based statistic measurements.

IV. RESULT AND DISCUSSION

4.1. English Language Proficiency

The table below shows the questionnaire results regarding English Language Proficiency.

Table 4.1.
Questionnaire Results – English Language Proficiency

	Statement	Mean
X1	I am able to communicate through the use of the English language when I speak, read and write	4.543
X2	My word choice is appropriate to audience and purpose	4.314
X3	I have a good vocabulary	4.343
X4	My sentences are clear and easy to understand	4.400
X5	My sentences are structured and well built	4.314
X6	I follow the rules of English grammar and use correct verb tenses	4.171
X7	I know where words go in a sentence to make it syntactically correct	4.057
X8	I use punctuation and capitalization correctly	4.171
X1-X8	<i>English Language Proficiency</i>	4.289

Source: Processed statistical data (Appendix D)

The above table shows that the overall English Language Proficiency level of employees has a mean of 4.289 which is then interpreted as the employees of PT. Efficient English Services strongly agree that they are English proficient in accordance to the indicators of ELP such as organization of ideas, word choice, sentence fluency, grammar/syntax, and conventions.

4.2. Recruitment Process

The table below shows the results recruitment process in PT. Efficient English Services.

Table 4.2.
Questionnaire Results – Recruitment Process

	Statement	Mean
Y ₁₁	I was recruited internally (ex. through a company job posting, employee referral, etc.)	3.257
Y ₁₂	I was attracted to the job posting or advertisement because it was an opportunity to learn a new language, which was English, with potential coworkers	4.143
Y ₁₃	I was attracted to the job posting or advertisement because it was an opportunity to expand my existing English skills	4.457
Y ₁₄	English Language Proficiency was an essential requirement of the position I applied for	4.571
Y ₁₅	Specific skills other than English Language Proficiency was essential requirements for the job I applied for	3.771
<i>Y₁₁-Y₁₅</i>	<i>Recruitment Process</i>	4.040

Source: Processed statistical data (Appendix D)

The previous table shows a mean value of 4.040, which is then interpreted as the recruitment process in PT. Efficient English Services being good because it follows the model in which the company has a recruitment source, the company

attracts applicant attention, and the company examines the quality of applicants as an objective.

4.3. Selection Process

Table 4.3. shows the results of the selection process in PT Efficient English Services.

Table 4.3.
Questionnaire Results–Selection Process

Statement		Mean
Y ₂₁	I was notified that my application had been accepted	4.486
Y ₂₂	I was notified that my English proficiency assessment score just met the company standards	4.114
Y ₂₃	My English Language Proficiency had to be demonstrated orally during interview(s)	4.429
Y ₂₄	My level of English Language Proficiency, as shown through the test scores or otherwise, may have helped me in obtaining my job	4.343
Y ₂₅	My English Language Proficiency was significant and was put to good use once I was placed in my current position (ex. English is used daily in my work activities)	4.457
Y ₂₁ - Y ₂₅	<i>Selection Process</i>	<i>4.366</i>

Source: Processed statistical data (Appendix D)

The previous table shows a mean value of 4.366, which is then interpreted as the selection process in PT Efficient English Services as being very good in which the process includes screening, selection tests, approval and placement.

From the results of the interview, the standard procedure for selection is by using a computerized English Test. Competency based interview is done on the first interview and Top Grading Interview is done on the second interview.

4.4. Validity Test

Based on the validity test analysis using the same formula as the Coefficient Correlation that has been done on ten random samples from International Language Programs, a company similar to PT. Efficient English Services, the result of the validity test is shown as follows:

Table 4.4.
Validity Test Results

No.	Indicator	r count	r table	Description
1	<i>English Language Proficiency</i>			
	- Item 1	0.907	0.5760	Valid
	- Item 2	0.975	0.5760	Valid
	- Item 3	0.764	0.5760	Valid
	- Item 4	0.907	0.5760	Valid
	- Item 5	0.824	0.5760	Valid
	- Item 6	0.861	0.5760	Valid
	- Item 7	0.839	0.5760	Valid
	- Item 8	0.400	0.5760	Invalid
- Item 9	0.759	0.5760	Valid	
2	<i>Recruitment Process</i>			
	- Item 1	-0.357	0.5760	Invalid
	- Item 2	0.874	0.5760	Valid
	- Item 3	0.921	0.5760	Valid
	- Item 4	0.634	0.5760	Valid
	- Item 5	0.436	0.5760	Invalid
	- Item 6	0.753	0.5760	Valid
- Item 7	0.921	0.5760	Valid	
3	<i>Selection Process</i>			
	- Item 1	0.800	0.5760	Valid
	- Item 2	-0.185	0.5760	Invalid
	- Item 3	0.947	0.5760	Valid
	- Item 4	0.161	0.5760	Invalid
	- Item 5	0.766	0.5760	Valid
	- Item 6	0.867	0.5760	Valid
- Item 7	0.953	0.5760	Valid	

Source: Processed statistical data (Appendix D)

The result on the previous table shows that for the x-variable, English Language Proficiency, the r_{count} value for item number 8 is lesser than the r_{table} value which is $0.400 < 0.5760$, making it invalid and therefore is erased from the original questionnaire. All the other items for this variable are valid and remain intact in the questionnaire. For the first Y-variable, Recruitment Process, the r_{count} value for items number 1 and 5 are lesser than the r_{table} value which are $-0.357 < 0.5760$ and $0.436 < 0.5760$, making them invalid and therefore are erased from the original questionnaire. All the other items for this variable are valid remain intact in the questionnaire. For the second Y-variable, Selection Process, the r_{count} value for items number 2 and 4 are lesser than the r_{table} value which are $-0.185 < 0.5760$ and $0.161 < 0.5760$, making them invalid and therefore are erased from the original questionnaire. All the other items for this variable are valid remain intact in the questionnaire.

4.5. Reliability Test

After testing the validity of each item on the questionnaire and adjusting them accordingly, a reliability test is then conducted to test the reliability of each variable in the questionnaire. The results are as follows:

Table 4.5.
Reliability Test Results

Variable	Cronbach's Alpha Value	Status
English Language Proficiency (X)	0.943	Reliable
Recruitment Process (Y ₁)	0.914	Reliable
Selection Process (Y ₂)	0.909	Reliable

Source: Processed statistical data (Appendix D)

The result on the previous table shows that the variables have a Cronbach's Alpha value greater than 0.60, which means that each variable from the questionnaire is reliable and each item on those variables are now acceptable for use as a measuring tool.

4.6. Regression Analysis

Based on the values calculated on the table in Appendix C.4, the regression analysis can be done to calculate the amount of impact the independent variable has on the dependent variable.

The equation for the regression analysis is $Y = a + bx$.

The calculation for Y_1 is as follows:

$$\begin{aligned} b_1 &= \frac{35(24304) - (1201)(707)}{35(41759) - (1201)^2} \\ &= \frac{850640 - 849107}{1461565 - 1442401} \\ &= 0.08 \\ a_1 &= \frac{707 - 0.08(1201)}{35} \\ &= 17.45 \end{aligned}$$

Based on the calculations above, the regression coefficient b value is 0.08 and the constant a value is 17.45, which in turn, creates the linear regression equation of $Y_1 = 17.45 + 0.08X$. This means that for every time the level of English Language Proficiency increases, the impact it has on the recruitment process also increases, because the gradient of the equation is positive.

The calculation for Y_2 is as follows:

$$\begin{aligned} b_2 &= \frac{35(26392) - (1201)(764)}{35(41759) - (1201)^2} \\ &= 0.32 \\ a_2 &= \frac{764 - 0.32(1201)}{35} \\ &= 10.85 \end{aligned}$$

Based on the calculations above, the regression coefficient b value is 0.32 and the constant a value is 10.85, which in turn, creates the linear regression equation of $Y_2 = 10.85 + 0.32X$. This means that for every time the level of English Language

Proficiency increases, the impact it has on the selection process also increases, because the gradient of the equation is positive.

4.7. Correlation Coefficient Analysis

The table below shows the results of the Pearson product moment correlation coefficient analysis done on the SPSS V16 software. The results below show the strength of the relationship and the direction of the relationship that English Language Proficiency has on the recruitment and selection process in PT. Efficient English Services.

Table 4.6.
Processed statistical data (Appendix D) Result-r Value

Variable	R	R Square	Adjusted R Square	Std. Error of the Estimate
Recruitment	.174	.030	.001	3.26120
Selection	.482	.233	.209	3.32951

a. Predictors: (Constant), English Language Proficiency

Based on the results from the previous table analyzing the correlation between English Language Proficiency and the recruitment and selection, r has a value of 0.174 for recruitment, which means that there is a very low correlation between English Language Proficiency and the recruitment process. As for selection, r has a value of 0.482, which means that there is moderate correlation between English Language Proficiency and the selection process.

4.8. Significance Test

A significance test is conducted to determine how much of an influence the independent variable has on the dependent variable. The results of the significance tests for each variable are as follows:

4.8.1. Recruitment Process (Y₁) Variable:

Table 4.7.
Recruitment Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	22.339	4.970			4.495	.000
ELP	.130	.128		.174	1.013	.318

a. Dependent Variable: Recruitment

The SPSS v16 test results show that the t_{count} value is 1.013, which is lesser than the t_{table} value of 1.960, with a significance level of 0.318. By using the significance limit of 0.05, the value of the significance is greater than the degree of 5%, which means that H_0 is accepted and H_a is rejected.

4.8.2. Selection Process (Y₂) Variable:

Table 4.8.
Selection Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	12.796	5.074			2.522	.017
ELP	.413	.131		.482	3.162	.003

a. Dependent Variable: Selection

The SPSS v16 test results show that the t_{count} value is 3.162, which is greater than the t_{table} value of 1.960, with a significance level of 0.003. By using the significance limit of 0.05, the value of the significance is lesser than the degree of 5%, which means that H_0 is rejected and H_a is accepted.

4.9. Coefficient of Determination Analysis

To find out how much of a contribution English Language Proficiency has on the recruitment and selection process in PT Efficient English Services, the researcher has used the coefficient of determination analysis to find Kd.

Table 4.9.
Processed statistical data (Appendix D) Result – Kd Value

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Recruitment	.174	.030	.001	3.26120
Selection	.482	.233	.209	3.32951

a. Predictors: (Constant), English Language Proficiency

The results of the previous table show that the value of Kd for recruitment is 0.030 and the value of Kd for selection is 0.233. When multiplied by 100%, they become 3% and 23%, respectively. In other words, English Language Proficiency has an impact on the recruitment as much as 3% and selection process as much as 23%.

For recruitment, the remaining 97% include factors other than English Language Proficiency affecting the process. For selection, the remaining 77% include factors other than English Language Proficiency affecting the process.

V. CONCLUSION

The English Language Proficiency level of employees in PT. Efficient English Services is 4.289 which is interpreted as very high. Employees are able to communicate through using the English language, their word choice is appropriate and very good, their sentences are very fluent, their grammar and syntax are good, and their conventions are also good.

The recruitment process in PT Efficient English Services includes eleven steps which start with the receiving of CVs and ending with approval, signing of contract and introduction day.

Employees are recruited both externally and internally. The job advertisements are made to appeal to those who wants to learn English as a new language, or to those who wants to expand their existing English skills.

The requirement for applying for a position is a minimum of Bachelor's degree in any major, with specific characteristics. Previous working experience in similar functions will be an advantage. Native English Teachers have to be of certain nationalities such as British, American, Canadian, New Zealand, or Australian, and a minimum of five year experiences, along with certifications are required.

Selection in PT Efficient English Services is conducted through a computerized test to measure English Language Proficiency level and evaluated through a series of interviews. Candidates go through a screening process before taking the computerized tests.

Based on the regression analysis, it is known that English Language Proficiency has a positive impact on the recruitment and selection process, as seen on the gradients of both regression equations.

The correlation coefficient analysis shows that with an r value of 0.174, English Language Proficiency has a very low and negative correlation with the recruitment process. As for the selection process, the r value is 0.482, which means that there is a moderate and neither negative nor positive correlation between English Language Proficiency and the selection process.

The significance tests shows that for the recruitment process, the t_{count} value of 1.013 is lesser than the t_{table} value of 1.960, which means that H_0 is accepted and H_a is rejected.

English Language Proficiency has no significant impact on the recruitment process.

As for the selection process, the t_{count} value is 3.162, which is greater than the t_{table} value of 1.960, and therefore H_0 is rejected and H_a is accepted. English Language Proficiency has a significant impact on the selection process.

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