PASAA Journal
Volume 65, January – June 2023, 32–56

English Proficiency as a Predictor of Academic Performance in the Context of non-English as a Medium of Instruction

Siti Nurul Azkiyah[a]*, Yenny Rahmawati[a], M. Shohibussirri[a],
Yunita Faela Nisa[a], Neneng Sunengsih[a], and Amirul Mukminin[b]

[a] UIN Syarif Hidayatullah Jakarta, Indonesia

[b] Universitas Jambi, Indonesia

**Corresponding author: azkiyah@uinjkt.ac.id*

Article information	
Abstract	Many studies acknowledge that English proficiency contributes to academic performance, eventually affecting one's career. This study, therefore, aimed to investigate whether English proficiency (EPT) could predict students' academic performance at a state Islamic university in Indonesia. A quantitative approach was used, in which the data of students' EPT and their Grade Point Averages (GPAs) were collected from 4,959 bachelor's degree seeking students from various faculties. These data were taken from the university's information center and then analyze using regression analysis to estimate if EPT significantly predicted GPA, whose finding was statistically significant (R2 = [.016], F (1, 4958) = [82.885], p = [.000]). Further regression analysis was carried out at the faculty level, and the finding indicated that EPT at the faculty of medicine contributed to academic performance the most (R2 = [.362], F (1, 96) = [54.554], p = [.000]). These findings mean that English proficiency can explain 1.6% of the variation in academic performance at the university level across faculties but much more with 36.2% at the faculty of medicine, implying the need to observe the learning process in each faculty to understand how English is used. In addition, it is also important to further study other factors affecting academic performance.

E-ISSN: 2287-0024

Keywords	academic performance, English proficiency, Grade Point Average (GPA), regression analysis
APA citation:	Azkiyah, S. N., Rahmawati, Y., Shohibussirri, M., Nisa, Y. F., Sunengsih, N., & Mukminin, A. (2023). English proficiency as a predictor of academic performance in the context of non-English as a Medium of Instruction. *PASAA*, *65*, 32–56.

1. Introduction

Some studies show a positive relationship, both strong and weak, between language proficiency and academic achievement. For example, Fakeye and Ogunsiji (2009), Juliana and Abu Bakar (2013), Khan (2013) and Rose et al. (2019) found a significant relationship between students' English proficiency and academic performance. Likewise, Aina et al. (2013) revealed that students with a low English proficiency could not achieve higher scores in content areas. In addition, using stronger causal relationship analysis, other studies (e.g., Ardasheva, 2010; Ardasheva et al., 2012; Martirosyan et al., 2015; Miley & Farmer, 2017; Solórzano, 2008; Waluyo & Panmei, 2021; Yoko, 2006) have offered empirical evidence on the effect of English proficiency on academic performance, especially in contexts where English is used as the medium of instruction.

English proficiency as a term was first coined by U.S. government agencies, most notably by the Foreign Service Institute (FSI) (Leaver & Shekhtman, 2002). It can be defined as the ability to do something specific in the language (Read, 2015). This can happen because somebody's proficiency has the relevant knowledge to fulfil a purpose using the language (Hughes, 1989). Ellis (1997)differentiated between proficiency and competence, arguing that competence is one of the parts constituting proficiency, while proficiency includes language, sociolinguistic, and strategic knowledge. Hence, according to some experts such as Bachman and Palmer (1996), Carr (2011), Hughes (1989), and Kopriva (2008), a proficiency test is expected to show somebody's overall proficiency in a language regardless of their educational background.

The International English Language Testing System (IELTS) and the Test of English as a Foreign Language (TOEFL) are the two most often utilized English Proficiency Tests (EPTs) to determine one's overall language proficiency. TOEFL scores are commonly used in the United States and Canada. In contrast, IELTS is frequently used in the United Kingdom, Australia, and European and Asian countries. Both assessments assess functional abilities such as performing tasks that stimulate language use. Furthermore, some entities have also developed institutional English proficiency customarily used for internal purposes like The Malaysian University English Test (MUET) introduced in the Malaysian educational system in 1999 to examine students' English proficiency level before they pursue tertiary education (Malaysian Examination Council, 2008).

Assessment tools aside, academic performance involves several dimensions related to cognitive, emotional, social, and physical development, eventually supporting human growth (Steinberger, 1993). It has been widely acknowledged that academic excellence is commonly defined in terms of examination performance, which can mean three things starting from the ability to identify facts and effectively see how they fit together to form a larger pattern of knowledge, the ability to connect ourselves and those facts, and the ability to communicate one's knowledge verbally or in writing (Osuizugbo, 2019).

As measured by cognitive abilities, academic performance is often considered the ultimate goal of education. Despite some criticism that the focus of learning outcomes on the cognitive sphere leads to narrowing the scope of education, several studies have argued that the use of students' cognitive performance as an indicator of academic performance is still considered significant (Azkiyah, 2013; Lei et al., 2018; Puerta, 2015). At the university level, using a Grade Point Average (GPA) as the indicator of academic achievement is a common practice recognized by many scholars. Genesee et al. (2005) identified that achievement might come from several formative and summative assessments, including progressive, mid-term, and final tests, as well as other class activities in

which students are required to participate. The grades from these activities are then accumulated as the final grade, which is expected to reflect students' overall competence.

Therefore, academic performance in this study refers to students' cognitive achievement as evidenced by their GPA. In other words, the GPA can summarize a student's average academic performance throughout a degree program. Some studies have revealed the relationship between academic performance and GPA. For example, Chemers et al. (2001) found that students with good academic self-efficacy demonstrated high academic performance that led to high GPAs. Another study revealed that academic performance correlated with GPA (Khan, 2013). However, it should be noted that GPA can vary from one discipline to another. Moreover, grading scales or systems can differ considerably across universities or countries (Strenta & Elliott, 1987).

Concerning the relationship between EPT and GPA, a study by Vinke and Jochems (1993) indicated that students with higher TOEFL scores (above 450) achieved better academic performance than those with TOEFL scores below 450. Another study conducted by Johnson (1988) was intended to measure the correlation between language proficiency and academic success. Using Pearson product-moment correlation with a sample of 196 international students at the University of Wisconsin-Green Bay, the study found that students achieving TOEFL scores higher than 500 had higher GPAs than those with lower TOEFL scores.

In addition, Graham (1987) contended that language proficiency is critical for incoming students, especially in the context of international students studying in English-speaking countries. Next, Martirosyan et al. (2015) have statistically examined the impact of English language proficiency and multilingualism on the academic performance of international students enrolled in four-year universities in the United States. The study showed that the highest mean GPA was evident

among students who reported high self-perceived English language proficiency levels. Similarly, referring to some studies, Li et al. (2010) concluded that there is empirical evidence that English proficiency plays a crucial role in international students studying in English-medium instruction, especially when English is not their first language.

Furthermore, some newer studies have also revealed similar findings. For instance, Kong et al. (2012); and Miley and Farmer (2017) showed a similar case. Students with better learning outcomes measured by their cognitive achievement had higher English proficiency, measured by TOEFL. Next, in the case of EFL students in non-English speaking countries, Sahragard et al. (2011) reported a significant positive correlation between Iranian EFL learners' English proficiency and their academic achievement, suggesting that learners with more ability in language better utilize study materials and eventually gain better scores.

Similarly, at the school level, Fakeye and Ogunsiji (2009) and Wille (2006) reported a positive relationship between English language proficiency and the overall academic performance of secondary school students. Addow et al. (2013) revealed a contrasting finding. Their study showed an insignificant positive relationship between English language proficiency and academic achievement. Nevertheless, using a stronger causal analysis, namely regression, the study of Ardasheva et al. (2012) found that English language learners in the U.S. who were considered to be proficient and no longer needed English learning, called former English language learners, outperformed those who are still learning English, called current English language learners in reading (effect size: 1.07) and mathematics (effect sizes: 0.86). Previously, Ardasheva (2010), Solórzano (2008), and Yoko (2006) have shown that English proficiency which is language specific knowledge (e.g., vocabulary, structures, contextually appropriate language use), has been a strong predictor of academic performance for English learners in English speaking countries.

In short, many studies as discussed above have provided empirical evidence of the positive correlation between English proficiency, either measured by TOEFL, IELTS, or self-developed English proficiency test and academic performance by overall score or GPA at both university and school levels. Those previous studies deal more with international students studying in English-speaking countries (e.g., Ardasheva et al., 2012; Li et al., 2010; Martirosyan et al., 2015) or EFL students in non-English speaking countries (Sahragard et al., 2011; Waluyo & Panmei, 2021). It is difficult to find a similar study in the context of non-EFL students in non-English speaking countries. In contrast, this study argues that English competence is essential regardless of the study background, the official language used in the country, and the language of instruction. Little is known whether English proficiency and academic achievement in non-English-medium instruction are positively related. Therefore, it is essential to examine whether English proficiency can predict students' academic performance in UIN Syarif Hidayatullah Jakarta in a case where English is not the language of instruction.

Given this context, the current study proposed two research questions to address this concern:

1. Can English proficiency predict academic performance?
2. How varied is the effect of English proficiency on academic performance among different faculties?

The findings are expected to support empirical evidence on the effect of English proficiency on the academic performance of non-EFL students when English is not the medium of instruction. It is hypothesized that English proficiency will significantly predict academic performance measured by GPA. Due to the importance of English in the undeniable means of global competition, it is also expected that the findings can provide insights into whether faculties should consider using more English textbooks so that students can have more opportunities to be exposed to English or even start using English as a medium of instruction for specific subjects.

2. Methodology

2.1 Research Design

This study employed a quantitative approach, i.e., ex post facto design, in which the effect of the independent variable on the dependent variable is examined naturally without any intervention. In this study, whether English proficiency can predict academic performance was measured. In other words, the effect of English proficiency on student performance as measured by GPA was investigated. The data included the records of English proficiency scores and GPA of all 2017 batch students collected through the information center of the university.

2.2 Context and Participants

UIN Syarif Hidayatullah Jakarta was selected since it is one of the most prominent Islamic universities in Indonesia, which explicitly intends to transform into a world-class university through several foundational efforts. International accreditation has been going on at the university as one of the most crucial internalization strategies, in which 56 out of 78 departments have been currently applying for the Accreditation Agency for Study Programmes in Engineering, Informatics, Natural Sciences and Mathematics (ASIIN) and Foundation for International Business Administration Accreditation (FIBAA) accreditation. In addition, since 2012, through the Center for Language Development, the university has obligated all students to achieve 450 English proficiency scores for non-English department students and 500 for English department students before they graduate. These developments make students of the university an ideal sample.

The data for this study were collected at the end of 2020 when the data of English proficiency scores and GPA of students of 2017, 2018, 2019, and 2020 batches were available. Using cluster (year) random sampling, students of the 2017 batch were selected as the study participants. The university obligates all new students to take EPT before they start their studies. Hence, the English proficiency scores collected in this study were the ones taken by the newly enrolled

students after they were accepted at the university. In line with this, their GPAs referred to that of their first semester. The highest score for English proficiency is 677, following the system used in TOEFL ITP, whereas the highest score for GPA is 4.

There were 5,584 students (between 18-20 years old) with a majority of females (F) at 68% (3,450) compared to males (M) at only 32% (2,134). However, only 4,959, whose complete data on English proficiency and GPA scores could be gathered, analyzed in this study. Their names are kept anonymous as part of ethical conduct. They came from all 12 faculties ranging from Islamic to non-Islamic faculties. The Islamic faculties include the Faculty of Islamic Studies (F: 796, M: 237), Faculty of Theology (F: 210, M: 270), Faculty of Sharia and Law (F: 235, M: 299), while non-Islamic studies consist of Faculty of Psychology (F: 142, M: 50), Faculty of Economics and Business (F: 294. M: 218), Faculty of Science and Technology (F: 428, M: 280), Faculty of Health Sciences (F: 265, M: 30), Faculty of Social and Political Sciences (F: 135, M: 145), and Faculty of Medicine (F: 77, M: 25). The remaining three faculties. i.e., Faculty of Educational Sciences (F: 796. M: 237), Faculty of Literature and Humanities (F: 401, M: 237), and Faculty of Islamic Call and Communication Sciences (F: 392, M: 252) can be considered as mixed since they have both Islamic and non-Islamic study programs such as Mathematics Education and Islamic Education at the Faculty of Educational Sciences, English literature and Islamic History at the Faculty of Literature and Humanities and Social Welfare and Islamic Communication and Counselling at the Faculty of Islamic Call and Communication Sciences.

English proficiency scores came from the English Proficiency Test (EPT) developed internally by the university's Center for Language Development, consisting of listening (50 items), reading (50 items), and structure (40 items). In total, there were 140 test items arranged in multiple-choice technique. The center started the development of the test in 2015 by assigning a group of test developers and reviewers to develop the test items and ensure the content validity of the test

respectively. This test was designed to include local contexts, such as Indonesian knowledge and Islamic values, to accommodate a contextual English proficiency test. Regarding measuring the test, the EPT followed the CEFR (Common European Framework of Reference for Languages), aiming at maintaining international standards on how language proficiency should be assessed. The whole test development process took nearly a year, starting with developing a test specification by both test developers and reviewers to serve as the guidelines for the item construction. A pilot study was also carried out to check the reliability of the test, in which the Cronbach Alpha coefficient was excellent (= .828).

2.3 Data Analysis

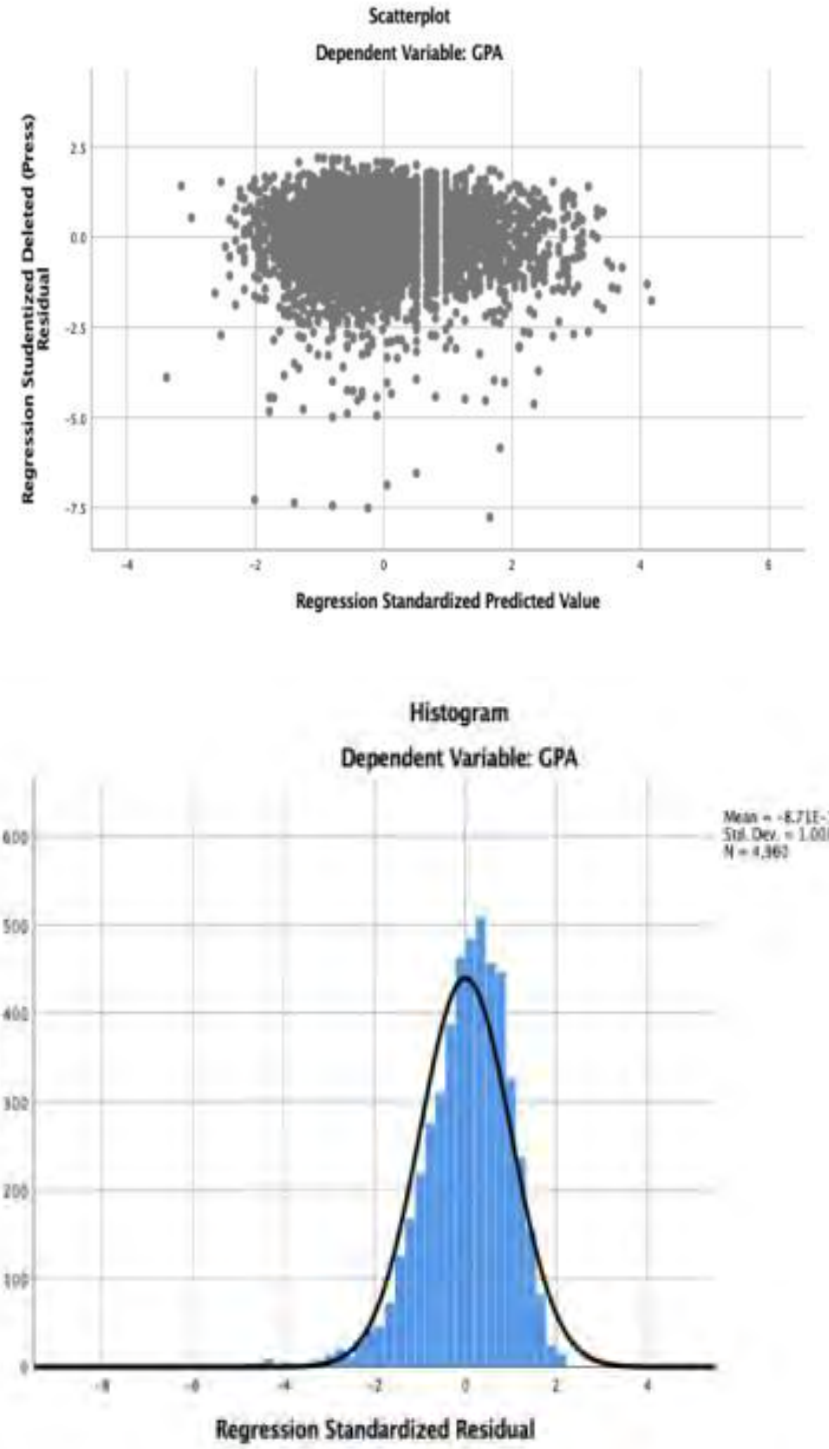
In terms of data analysis, both descriptive and inferential statistics were employed. The former was conducted to give a general understanding of the raw findings of both EPT and GPA scores consisting of the mean score, median, mode, and standard deviation of both variables. At the same time, the latter was used to investigate whether students' English proficiency can predict their academic performance. Using SPSS, regression analysis was conducted to measure the effect of the English language on academic performance at the university level to address the first research question. Furthermore, another regression analysis was employed to investigate English proficiency's effect on each faculty's academic performance. The variation of the effects of English proficiency on academic performance, as raised in the second research question, can therefore be observed.

Before carrying out these statistical analyses, a preliminary analysis comprising of scatterplot and histogram was executed to ensure the homoscedasticity of the data, which functioned to test the occurrence of differences in variance from residual values. As indicated in Figure 1, both the scatterplot and histogram display that the data spread around the zero point, and there is no specific pattern of the data distribution. Thus, this indicates the absence of heteroscedasticity and the fulfilment of the assumption of

homoscedasticity. In short, statistical analysis like regression could be safely employed.

Figure 1

The Result of Scatterplot and Histogram Analyses of GPA as the Independent Variable



3. Findings

The findings of this study are presented in two sections, i.e., descriptive statistics explaining the raw score of English Proficiency and GPA and statistical analysis explaining the effect size of English proficiency on academic performance at the university level as a whole and at each faculty.

3.1 Descriptive Findings: The Scores of English Proficiency and GPA

Table 1 presents descriptive statistics representing the minimum, maximum, mode, mean score, and standard deviation of English proficiency of all students included in the study and their academic performance as measured by GPA. From Table 1, we know that the minimum score for EPT is 240, while the highest one is 570, which is quite far from the highest score, 677. Furthermore, the mean score for EPT is 388, far from the required minimum EPT score stipulated in the Rector's Decree, 450. At the same time, the standard deviation is vast, at 43.72, indicating a severe gap between the lower and higher groups, as indicated by the minimum and maximum scores.

Further, Table 1 shows that the highest score of EPT comes from the Faculty of Medicine, which is surprisingly not from the students of English Education in the Faculty of Educational Sciences or English Literature in the Faculty of Literature and Humanities. Following this, the highest mean score of EPT also goes to the Faculty of Medicine, 429, followed by the other four nonreligious faculties achieving a mean score above 400. In contrast, the lowest score, 240, belongs to the Faculty of Theology, one of the oldest religious faculties at the university. Another important finding is that the remaining six religious faculties attained a mean score lower than 400.

Table 1

Descriptive Statistics of English Proficiency (EPT) and GPA According to Faculty and in Total

Faculty	EPT			GPA		
	Mean	Max	Min	Mean	Max	Min
FITK (Faculty of Educational Sciences)	383	547	283	3.33	4.00	1.00
FAH (Faculty of Literature and Humanities)	390	530	283	3.36	4.00	1.21
FU (Faculty of Theology)	365	480	240	3.39	4.00	2.00
FSH (Faculty of Sharia and law)	372	523	287	3.44	4.00	1.00
FDK (Faculty of Islamic Call and Communication Sciences)	377	510	257	3.43	4.00	2.37
FDI (Faculty of Islamic Studies)	376	517	283	3.28	4.00	2.00
FPsi (Faculty of Psychology)	410	540	307	3.34	4.00	2.72
FEB (Faculty of economics and Business)	394	550	283	3.28	4.00	1.89
FST (Faculty of Science and Technology)	402	543	250	3.34	4.00	1.80
FIKES (Faculty of Health Sciences)	401	533	273	3.25	4.00	1.60
FISIP (Faculty of Social and Political Sciences)	410	533	277	3.31	3.86	1.33
FK (Faculty of Medicine)	429	570	310	2.93	3.66	1.77
Total (university level)	388	570	240	3.34	4.00	1.00

Regarding GPA, the highest is 4, the highest average obtained at the university, while the lowest is extremely low, 1. Nevertheless, the academic performance's mean score is good enough, 3.34, and its standard deviation is .32 showing a narrow gap among students, which is also reflected in the narrow gap of the mean score among different faculties. Table 1 reports that all faculties' mean GPA score is above 3 out 4. The only exception is unexpectedly the Faculty of Medicine having the highest mean score of EPT and the lowest mean GPA score,

slightly less than 3. Given these descriptive findings, it is interesting to examine whether English proficiency can predict academic performance as measured by GPA not only as a whole but also according to each faculty.

3.2 Statistical Analysis

Can English Proficiency predict academic performance?

This section examines the effect of English proficiency on academic performance at the university level.

Table 2

R-square

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.128*	.016	.016	.31380

a. Predictor: (Constant), EPT

As expected, Table 2 shows the result of the regression analysis (R2 = [.016], F (1, 4958) = [82.885], p = [.000]), indicating a statistically significant effect of English proficiency on academic performance. The R-square value in this study was 0.016, meaning that the proportion of GPA affected by English proficiency was 1.6%. In other words, English proficiency could explain 1.6% of the variation in academic performance.

Table 3

ANOVA Analysis (the Effect of the Independent Variable on the Dependent Variable)

Model		Sum of Square	Df	Mean Square	F	Sig.
1	Regression	8.162	1	8.162	82.885	.000[b]
	Residual	488.227	4958	.098		
	Total	496.388	4958			

a. Dependent Variable: GPA

b. Predictors: (Constant), EPT

The significance level of the effect of English proficiency on academic performance can be seen in Table 3, where $p = .000$. Thus, English proficiency significantly predicted academic performance by as much as 1.6%. Much more prominent, the remaining 98.4% was influenced by other variables outside the study. The finding answered the first question raised in the study, indicating that the hypothesis raised in this study was fulfilled. The next question is about the variation of the effect of English proficiency on academic performance among different faculties, as presented in the following section.

How varied does the prediction of English proficiency on academic performance among different faculties?

As previously indicated, further analysis of the effect of English proficiency on academic performance in each faculty was executed in this study to understand its variation, as displayed in Table 4. This is to address the second research question.

Table 4

The Results of the Regression Analysis on the Effect of EPT on GPA in each Faculty

	R	R Square	F	Sig	Beta	df	N
FITK	.168	.028	26.943	.000	.168	1, 931	932
FAH	.086	.007	4.291	.039	.086	1, 574	575
FU	.351	.124	55.957	.000	.351	1, 397	398
FSH	.250	.062	30.304	.000	.250	1, 455	456
FDK	.261	.063	38.323	.000	.251	1, 568	569
FDI	0153	.023	3.194	.076	.153	1, 133	134
FPsi	.155	.024	4.211	.042	.155	1, 170	171
FEB	.281	.079	39.568	.000	.281	1, 462	463
FST	.086	.007	4.805	.029	.086	1, 648	469
FIKES	.303	.092	27.175	.000	.303	1, 269	270
FISIP	.230	.053	12.963	.000	.230	1, 233	234

FK	.602	.362	54.554	.000	.602	1, 96	97

Note: FITK: Faculty of Educational Sciences; FAH: Faculty of Literature and Humanities; FU: Faculty of Theology; FSH: Faculty of Sharia and Law; FDK: Faculty of Islamic Call and Communication Sciences; FDI: Faculty of Islamic Studies; FPsi: Faculty of Psychology; FEB: Faculty of Economics and Business; FST: Faculty of Science and Technology; FIKES: Faculty of Health Sciences; FISP: Faculty of Social and Political Sciences; FK.: Faculty of Medicine.

Two important findings can be concluded from the results presented in Table 4. First, R-square varies from the lowest, .006, to the highest, .362, indicating a wide gap in the effect of English proficiency on academic performance among faculties. Then, the effects of English proficiency on academic performance in all faculties were significant since the significance level is below .05. The exception is the effect at the Faculty of Islamic Studies (FDI), whose p-value is .076. In other words, despite the various effect sizes among faculties, English proficiency at all faculties could significantly predict academic performance except in the Faculty of Islamic Studies.

Concerning the size, the effects of English proficiency on academic performance at the Faculty of Literature and Humanities and the Faculty of Science and Technology were .007, becoming the lowest, whereas that of the Faculty of Medicine was the highest, .362. This means that English proficiency predicted only about 1% of academic performance at the former faculties and 36.2% at the latter faculty, showing a large difference between the two. Surprisingly, academic performance at the Faculty of Theology, with the lowest mean English proficiency score, was affected by English proficiency as much as .124 or 12.4%, standing as the second biggest effect after the Faculty of Medicine.

4. Discussion

Having analyzed the collected data from 4,959 students' EPT and GPA scores as observed data, it was revealed that there was a significant effect of English proficiency on academic performance both at the university level as a whole and at the faculty level at the research site. The exception is the insignificant

effect at the Faculty of Islamic Studies. English proficiency explained 1.6% of the variation in academic performance at the university level, whereas the effect sizes among different faculties vary widely from less than 1% to nearly 33%.

These findings, thus, support some previous studies (e.g., Ardasheva, 2010; Ardasheva et al., 2012; Kong et al., 2012; Martirosyan et al., 2015; Miley & Farmer, 2017; Solórzano, 2008; Stephen et al., 2004; Wilson & Komba, 2012; Yoko, 2006) mentioned earlier in the introduction of this paper. In other words, as has been argued by Waluyo and Panmei (2021), although there could be other factors affecting students' academic achievement, English competence, as measured by English proficiency, is a significant (if not always large) predictor. This is possibly because sufficient English competence can facilitate university students' access to English literature, eventually enriching their understanding and complementing their studies (Sothan, 2019).

However, despite a significant effect at the university level, the size is small, which may not be shocking since the medium of instruction in UIN Syarif Hidayatullah is almost exclusively Bahasa Indonesia. Consequently, lack of English competence as measured by their English proficiency seems not to affect academic performance negatively. The context is very different from the study of Martirosyan et al. (2015), which investigated the effect of English language proficiency and multilingualism on international students' academic performance in the U.S., which undoubtedly requires English competence to succeed in completing study. Another possible explanation for the small significant effect would be that other factors have possibly more significant impacts on student academic performance, which need to be further investigated. These factors may include learning styles, study habits, background, determination or motivation (Wongtrirat, 2010), and students' self-efficacy promoting positive attitude and persistence in dealing with challenges in learning (Anam & Stracke, 2020).

Next, considering the varieties of effect sizes among different faculties, the degree of influence can be related to the usage of English in the academic context where students learn (Agirdag & Vanlaar, 2018), in this case, the student's faculty. It is well known that much literature used at the Faculty of Medicine, having the biggest influence, uses English. Discoveries of diseases and their symptoms, therapeutic procedures, instruments, and medicine, leading to the growth of medical knowledge, have been primarily published in English and are expected to remain so in the future (Pavel, 2014). Good English proficiency enables medical professionals to open new horizons and provides opportunities to apply their knowledge and skills (Džuganová, 2019).

Furthermore, it is also interesting to note that the variation in students' academic performance in the Faculty of Theology, having the lowest English proficiency, was explained by English proficiency of as much as 12.4%. It is not easy to explain this finding. Yet, it is possibly related to the fact that the faculty has the highest number of professors, many of whom graduated from overseas and are likely to use literature written in English. Nevertheless, this assumption certainly needs further investigation. Another important finding is the insignificant effect of English proficiency at the Faculty of Islamic Studies (FDI), likely due to the heavy usage of Arabic as the critical language.

Finally, it is essential to acknowledge that using GPAs as the indicator of academic performance is one limitation of this study. The mechanism and the components to calculate GPA can considerably vary across universities and countries (Strenta & Elliott, 1987) and across various fields of study, which is also reflected in the findings of this study. The GPA mean score of the Faculty of Medicine in this study was the lowest, which might be due to the rigor of the faculty relative to other faculties. In other words, use of English in this faculty is strong but rigor is high, leading to lower GPAs.

Another limitation is the absence of regression analysis on the effect of English proficiency on academic performance at the study program level, especially in English Education and English Literature departments, where English is the medium of instruction for nearly all subjects. We do not know if English students' proficiency in both study programs strongly contributes to academic performance. However, referring to some previous studies (e.g., Martirosyan et al., 2015; Sahragard et al., 2011; Waluyo & Panmei, 2021) showing a significant effect of English proficiency on academic performance in the context of English learners in non-English speaking countries, further analysis of this study would likely find a more decisive contribution of English proficiency on academic performance. Finally, a qualitative study to investigate the teaching and learning process in different faculties was not conducted in this study. Hence, further explanation of factors related to the varying contribution of English proficiency on academic performance among different faculties is limited.

5. Conclusion and Implications

Language proficiency can be one of the factors determining students' academic performance and future careers. However, in the educational setting where English is not an official medium of instruction or voluntary based one on the lecturers' decisions in their classroom, such prediction may not always be easy to establish.

Overall, at UIN Syarif Hidayatullah Jakarta, the mean EPT score is far below the 450 required by the Rector's Decree. It is 388 (out of 677) with a large standard deviation of 43.72, showing a significant divide between the lower and upper categories. The Faculty of Medicine has the highest EPT mean score of 429, followed by the other four non-religious faculties, with a mean score of more than 400. The mean score GPA is adequate, 3.34 (out of 4.00), and the standard deviation is .32, indicating a narrow gap among UIN Syarif Hidayatullah Jakarta students. The average GPA of all faculties is greater than 3. The only exception is

that, despite having the highest mean EPT score, the Faculty of Medicine has the lowest mean GPA score, slightly less than 3.

6. About the Authors

Siti Nurul Azkiyah is a senior lecturer of English Education Department, Faculty of Educational Sciences, Syarif Hidayatullah State Islamic University, Jakarta, Indonesia. She finished her doctoral degree from the University of Groningen, NL and is currently serving as the Dean of the Faculty of Educational Sciences. Her research interests include English education, teacher professional development, academic writing, and educational effectiveness research.

Yenny Rahmawati is a lecturer of English Education Department, Faculty of Educational Sciences, UIN Syarif Hidayatullah Jakarta, Indonesia. She gained her master's degree in TESOL from Monash university, Australia and is now pursuing her Ph.D. at the same university. Her research interests are in the fields of English teaching, teacher education, teacher professionalism, and educational quality.

M Shohibussirri is a linguist who worked as lecturer at UIN Syarif Hidayatullah Jakarta, teaching linguistics and IELTS as well as supervising students research on syntax, morphology, and discourse analysis. He is now a program manager for Amazon supervising training and certification programs and platform for Southeast Asia region.

Yunita Faela Nisa is a senior lecturer in the Faculty of Psychology, UIN Jakarta. She completed her doctoral degree in Psychology in 2015 at Universitas Indonesia. Her research interests are social and educational problems, social intervention, and psychology on intergroup behavior. Her expertise in research methodology, measurement, and statistics supports her in the various studies she conducts.

Neneng Sunengsih is a senior lecturer of English Education Department, Faculty of Educational Sciences, UIN Syarif Hidayatullah Jakarta, Indonesia. She gained her master's degree in Applied Linguistics from State University of Jakarta. Her research interests are in the fields of English teaching, listening skills, and student achievement.

Amirul Mukminin is a professor in Educational Policy, Universitas Jambi, Indonesia. He holds a Ph.D. from Florida State University, USA in Educational Leadership and Policy Studies and M.Sc. in educational sciences from Groningen University, the Netherlands. He received a Fulbright scholarship to pursue his Ph.D. and conduct an Erasmus Mundus postdoctoral research at University of Groningen, the Netherlands. His research interests include educational policy, multilingualism, qualitative research, mixed-methods and survey research method.

7. Acknowledgement

This paper is written based on a research project funded by Pusat Penelitian dan Penerbitan (Puslitpen), Lembaga Penelitian dan Pengabdian kepada Masyarakat (LP2M), Syarif Hidayatullah State Islamic University, Jakarta in 2021. Therefore, we would like to thank to Puslitpen, LP2M, Syarif Hidayatullah State Islamic University, Indonesia, for providing the funding for the research.

8. References

Addow, A. M., Abubakar, A. H., & Said Abukar, M. (2013). English language proficiency and academic achievement for undergraduate students in Somalia. *Educational Reserach International, 2*(2), 59–66. http://erint.savap.org.pk/PDF/Vol.2(2)/ERInt.2013(2.2-08).pdf

Agirdag, O., & Vanlaar, G. (2018). Does more exposure to the language of instruction lead to higher academic achievement? A cross national examination. *International Journal of Bilingualism, 22*(1), 123–137. https://doi.org/10.1177/1367006916658711

Aina, J. K., Ogundele, A. G., & Olanipekun, S. S. (2013). Students' proficiency in English language relationship with academic performance in science and teachnical education. *American Journal of Education Research, 1*(9), 355–358. https://doi.org/10.12691/education-1-9-2

Anam, S., & Stracke, E. (2020). The role of self-efficacy beliefs in learning English as a foreign language among young Indonesians. *TESOL Journal, 11*(1), 1–12. https://doi.org/10.1002/tesj.440

Ardasheva, Y. (2010). *English language learners in focus: Predictors of English proficiency and academic achievement* [Doctoral dissertation, University of Louisville]. Louisville. https://ir.library.louisville.edu/etd/45/

Ardasheva, Y., Tretter, T. R., & Kinny, M. (2012). English language learners and academic achievement: Revisiting the threshold hypothesis. *Language Learning, 62*(3), 769–812. https://doi.org/10.1111/j.1467-9922.2011.00652.x

Azkiyah, S. N. (2013). *The effects of two intervention programs on teaching quality and student outcome: A comparison of education standards and education standards combined with a teacher improvement program in Indonesia* [Unpublished doctoral thesis]. The University of Groningen, The Netherlands.

Bachman, L. F., & Palmer, A. S. (1996). *Language Testing in Practice*. Oxford University Press.

Carr, N. T. (2011). *Designing and Analyzing Language Tests*. Oxford University Press.

Chemers, M. M., Hu, L.-t., & F., G. B. (2001). Academic self-efficacy and first-year college student performance and adjustment. *Journal of Educational Psychology, 93*(1), 55–64. https://doi.org/10.1037//0022-0663.93.1.55

Džuganová, B. (2019). Medical Language – A Unique Linguistic Phenomenon. *JAHR, 10*(1), 129–145. https://doi.org/10.21860/j.10.1.7

Ellis, R. (1997). *Second language acquisition*. Oxford University Press.

Fakeye, D. O., & Ogunsiji, Y. (2009). English language proficiency as a predictor of academic achievement among EFL students in Nigeria *European Journal of Scientific Research 37*(3), 490–495.

Genesee, F., Lindholm-Leary, K., Saunders, W., & Christian, D. (2005). English language learners in U.S. Schools: An overview of research findings. *Journal of Education for Students Placed at Risk, 10*(4), 363–385. https://doi.org/10.1207/s15327671espr1004_2

Graham, C. D. (1987). English language proficiency and the prediction of academic success. *TESOL Quarterly, 21*(3), 505–521. https://doi.org/10.2307/3586500

Hughes, A. (1989). *Testing for language teachers*. Cambridge University Press.

Johnson, P. (1988). English language proficiency and academic performance of undergraduate international students. *TESOL Quarterly 22*(1), 164–168. https://doi.org/10.2307/3587070

Juliana, O., & Abu Bakar, N. (2013). MUET as a predictor of academic achievement in ESL teacher education. *GEMA Online™ Journal of Language Studies 13*(1), 99–111.

Khan, M. (2013). Academic self-efficacy, coping, and academic performance in college. *International Journal of Undergraduate Reasearch and Creative, 5*(4), 1–11. https://doi.org/10.7710/2168-0620.1006

Kong, J., Power, S., Starr, L., & Williams, N. (2012). *Connecting English language learning and academic performance: A prediction study.* American Educational Research Association, Vancouver, British Columbia, Canada. https://eric.ed.gov/?id=ED576686

Kopriva, R. J. (2008). *Improving Testing for English Language Learners*. Routledge Taylor & Francis Group.

Leaver, B. L., & Shekhtman, B. (2002). *Developing professional-level language proficiency* (B. L. Leaver & B. Shekhtman, Eds.). Cambridge University Press.

Lei, H., Cui, Y., & Zhou, W. (2018). Relationship between student engagement and academic achievement: A meta-analysis. *Social Behavior and*

Personality: An International Journal, 46(3), 517–528. https://doi.org/10.2224/sbp.7054

Li, G., Chen, W., & Duanmu, J.-L. (2010). Determinants of international students' academic performance: A comparison between Chinese and other international students. *Journal of Studies in International Education, 14*(4), 389–405. https://doi.org/10.1177/1028315309331490

Malaysian Examination Council. (2008). *Regulations, test specifications, test format and sample questions*. https://www.mpm.edu.my/images/dokumen/calon-peperiksaan/muet/regulation/Regulations_Test_Specifications_Test_Format_and_Sample_Questions.pdf

Martirosyan, N. M., Hwang, E., & Wanjohi, R. (2015). Impact of English proficiency on academic performance of international students. *Journal of International Students, 5*(1), 60–71.

Miley, S., & Farmer, A. (2017). English language proficiency and content assessment performance: A comparison of English learners and native English speakers achievement. *English Language Teaching, 10*(9), 198–207. https://doi.org/10.5539/elt.v10n9p198

Osuizugbo, I. C. (2019). Perception of students as to factors affecting academic performance: A case study of M.Sc. Construction Management Programme in University of Lagos. *International Journal of Scientific Research and Engineering Development, 2*(1), 31–40.

Pavel, E. (2014). Teaching English for medical purposes. *Bulletin of the Transilvania University of Braşov, 7*(2), 39–46.

Puerta, L. (2015). Relationship between cognitive processes and academic performance in high school students. *Psychologia: Avances de la Disciplina, 9*(2), 85–100. http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S1900-23862015000200007

Read, J. (2015). *Assessing English proficiency for university study*. Palgrave MacMillan. https://doi.org/10.1057/9781137315694

Rose, H., Curle, S., Aizawa, I., & Thompson, G. (2019). What drives success in English medium taught courses? The interplay between language proficiency, academic skills, and motivation. *Studies in Higher Education, 45*(11), 2149–161. https://doi.org/10.1080/03075079.2019.1590690

Sahragard, R., Baharloo, A., & Soozandehfar, S. M. A. (2011). A closer look at the relationship between academic achievement and language proficiency among Iranian EFL students. *Theory and Practice in Language Studies, 1*(12), 1740–1748. https://doi.org/10.4304/tpls.1.12.1740-1748

Solórzano, R. W. (2008). High stakes testing: Issues, implications, and remedies for English language learners. *Review of Educational Research, 78*(2), 260–329. https://doi.org/10.3102/0034654308317845

Sothan, S. (2019). The determinants of academic performance: Evidence from a Cambodian University. *Studies in Higher Education, 44*(11), 2096–2111. https://doi.org/10.1080/03075079.2018.1496408

Steinberger, E. (1993). *Improving student achievement*. American Association of School Administrators.

Stephen, D. F., Welman, J. C., & Jordaan, W. J. (2004). English language proficiency as an indicator of academic performance at a tertiary institution. *Journal of Human Resource Management, 2*(3), 42–53.

Strenta, C., & Elliott, R. (1987). Differential grading standards revisited. *Journal of Educational Measurement, 24*(4), 281–291. https://www.jstor.org/stable/1434881

Vinke, A. A., & Jochems, W. M. G. (1993). English proficiency and acedemic success in international postgradiate education. *Higher Education, 26*(3), 275–285. https://doi.org/10.1007/BF01383487

Waluyo, B., & Panmei, B. (2021). English proficiency and academic achievement: Can students' grades in english courses predict their academic achievement? *Mextesol Journal, 45*(4), 1–10.

Wille, J. R. (2006). *Measuring the Academic Achievement and English language Proficiency of Students at Secondary level*. University of Wisconsin-Stout.

Wilson, J., & Komba, S. C. (2012). The link between English language proficiency and academic performance: A pedagogical perspective in Tanzanian secondary schools. *World Journal of English Language, 2*(4), 1–10. https://doi.org/10.5430/wjel.v2n4p1

Wongtrirat, R. (2010). *English language proficiency and academic achievement of international students: A meta-analysis* [Doctoral dissertation, Old Dominion University]. https://digitalcommons.odu.edu/efl_etds/180

Yoko, M. (2006). *High-stakes test performance of limited English proficient students in Ohio* [Doctoral dissertation, University of Cincinnati]. http://rave.ohiolink.edu/etdc/view?acc_num=ucin1163696263