

The Impact of English Proficiency on the Academic Success of English Literature Students: An Analysis Using Structural Equation Modeling (SEM)

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Abstract. This study aims to investigate the relationship between English proficiency (writing, speaking, listening, reading) and academic success among English Literature students at UIN Alauddin Makassar. Structural Equation Modelling (SEM) was used to analyse data collected from 124 respondents through a questionnaire measuring their proficiency in English and self-assessment of their abilities. The analysis revealed that speaking and reading skills significantly influence academic success, while writing and listening skills do not contribute significantly. The implications suggest the need for developing more focused and effective learning strategies to enhance students' speaking and reading skills. These findings are expected to contribute to curriculum improvement and instructional strategies in academic environments to enhance academic achievement among English Literature students.

Keywords: Academic success, English proficiency, English Literature, Structural Equation Modeling (SEM)

A. INTRODUCTION

This research was driven by deep concern regarding the English proficiency of students in the English Literature program at UIN Alauddin Makassar, a crucial requirement for achieving their academic success. Several researchers (Aisyah, 2023; Athirah, 2024; Winnie et al., 2023) found that most students face significant challenges in developing English proficiency, such as the use of Indonesian or local languages as the primary means of communication in daily life, and the lack of English speaking practice within the campus environment. This aligns with the results of a preliminary study involving 73 respondents from alumni and students of English Literature, consistently showing difficulties in mastering grammar, vocabulary, pronunciation, and fluency in English (Aisyah, 2023).

In the context of current globalization and global competition, English proficiency is no longer merely an additional skill but has become a fundamental basis for students in the English Literature program to succeed in the academic and professional worlds (Hessel & Strand, 2023; Kang et al., 2020). Previous studies (Anderson, 1999; Ihlenfeldt & Rios, 2023; Kamaşak & Sahan, 2023; Richards & Rodgers, 2014) have shown that strong English language skills significantly contribute to students' academic achievement and prepare them to face complex challenges in an increasingly integrated global workforce. Therefore, understanding and improving students' English language skills is not only essential for achieving their current educational goals but also for ensuring competitive advantage in an increasingly competitive global market (Rudd & Honkiss, 2020; Sun, 2022).

This research aims to deeply explore the relationship between students' English proficiency and their academic success, with the hope that the results will provide clearer and more beneficial insights for curriculum development and learning strategies at UIN Alauddin Makassar. By identifying the factors that influence students' English proficiency, this research is expected to offer concrete recommendations for improving English teaching and learning, so that students can

optimally benefit from their academic experience and prepare themselves to face increasingly complex future challenges.

English proficiency emphasizes four main skills essential for students, namely writing, speaking, listening, and reading. These skills are not only important in an academic context but are also widely recognized as the foundational skills needed in students' professional and social lives (Richards & Rodgers, 2014). According to Richards and Schmidt (Richards & Schmidt, 2013), strong English language skills enable students to better understand teaching materials, actively participate in class discussions, and structure their thoughts clearly and coherently in academic writing.

Writing proficiency, as one of the four English language skills, plays a crucial role in students' academic achievement. Writing not only allows them to express their ideas clearly but also serves as a tool to develop their analytical and critical abilities towards reading materials and knowledge (Field, 2010). A study conducted by Clark (Clark, 1998) showed that students with good writing skills tend to have an advantage in completing academic tasks and producing quality written work, which positively impacts their academic achievement.

Speaking skills also contribute significantly to students' academic success. Richards & Rodgers (Richards & Rodgers, 2014). explain that students who can speak fluently and effectively tend to be more active in class discussions, more confident in conveying their ideas, and more capable of participating in academic activities involving presentations and debates. This ability not only strengthens interpersonal communication but also supports the development of critical thinking skills in presenting persuasive arguments.

Reading proficiency plays a crucial role in students' academic success. According to Anderson (Anderson, 1999), effective reading skills enable students to better access information, develop a deep understanding of learning materials, and enhance their analytical ability toward literary texts and other academic readings. Students with strong reading proficiency tend to be more capable of assimilating knowledge from various sources, which contributes to the improvement of their academic work quality and better grades in their studies.

Listening proficiency is considered a skill often overlooked but important in an academic context. Students who can listen well can accurately understand instructors' instructions, grasp the essence of class discussions, and respond appropriately to learning materials (Anderson, 1999). In a study on listening skills, Johnson & Ma (Johnson & Ma, 1999) highlighted the importance of students practicing active listening skills, such as asking questions, clarifying information, and formulating relevant responses in the learning context.

Academic success, often measured by GPA, reflects the extent to which students can master and apply their English language skills in higher education contexts. According to Brown (Brown & Lee, 2015), good academic achievement not only reflects mastery of academic material but also strong language skills in expressing knowledge and analysis through writing, presentations, and interactions in academic environments.

In addition to GPA, students can also estimate their own ability (academic success) through self-assessment. According to several researchers (Hübner et al., 2022; León-Pérez et al., 2020; Winnie et al., 2023), self-assessment is a process in which individuals evaluate and assess their own abilities, knowledge, or skills against certain standards or criteria. In the context of higher education, self-assessment is important because it can help students develop a better understanding of their abilities, identify strengths and weaknesses, and plan steps to improve their academic performance (Duan & Wu, 2023; Heil & Ifenthaler, 2023). Through self-assessment, students can become more aware of their level of English proficiency, including in writing, speaking, listening, and reading, so they can make the necessary improvements and adjustments in their learning process.

In the context of English Language and Literature education at UIN Alauddin Makassar, a deep understanding of the relationship between English proficiency and academic success is crucial for designing effective and supportive learning strategies. By integrating more holistic and structured learning in the four English language skills, it is expected to improve not only students' communication abilities but also the quality of their academic performance in the future. Therefore, the primary goal of this research is to test four proposed hypotheses, namely that students' writing, speaking, listening, and reading skills significantly influence their academic success.

B. METHOD

This study employs a quantitative approach to measure four English language skills: Writing, Speaking, Listening, and Reading. Students' academic success is assessed through two indicators: GPA and students' self-assessment of their abilities using a scale of 1-8. Self-assessment is conducted using a semantic differential scale, where each indicator of English language skills is evaluated through three questions measuring mastery levels from highly proficient to non-proficient. This study has four independent variables: Writing Skills (WRT), Listening Skills (LST), Speaking Skills (SPE), and Reading Skills (RED), and one dependent variable, namely Students' Academic Success (ACS). The relationship between the dependent and independent variables can be seen in Figure 1.

There is a total of 124 respondents, students of the English Literature program at UIN Alauddin Makassar, consisting of 82 females and 42 males. The highest distribution of female respondents is in the 7th semester with 48 individuals (38.71%), followed by the 5th semester with 32 individuals (25.81%). Meanwhile, the majority of male respondents are in the 5th semester with 22 individuals (17.74%), followed by the 7th semester with 19 individuals (15.32%). There are no male respondents in the 11th semester, while only one female respondent is in the same semester.

This study uses students' self-assessment with a semantic differential scale consisting of 14 question items, covering various aspects of English proficiency measured in this study. Data analysis is conducted using Structural Equation Modeling (SEM) with the SmartPLS 4.0 application. The SEM method is chosen to test hypotheses and generate output used to evaluate the validity and reliability of the research instruments. The hypotheses to be tested in this study are as follows:

H1: Students' writing skills have a significant effect on their academic success.

H2: Students' speaking skills have a significant effect on their academic success.

H3: Students' listening skills have a significant effect on their academic success.

H4: Students' writing skills have a significant effect on their academic success.

C. RESULT & DISCUSSION

Instrument Quality

1. Construct Validity

Table 1. Factor Loading for Each Item

Code	Item	ACS	LST	RED	SPE	ERT
GPA	What is your GPA?	0.546				
SPF	Rate your English proficiency on a scale of 1 (lowest) to 8 (highest).	0.945				
LST01	Rate your ability in listening comprehension.		0.901			
LST02	I understand a wide range of vocabulary.		0.861			
LST03	I can distinguish similar-sounding words with different meanings.		0.89			
RED01	My reading comprehension skills are strong.			0.876		
RED02	I understand both explicit and implied meanings in texts.			0.874		
RED03	I form opinions and draw conclusions based on my reading.			0.883		
SPE01	I have advanced proficiency in spoken English.				0.906	
SPE02	I communicate clearly in English, ensuring listeners understand my arguments.				0.919	
SPE03	I speak English with a focus on grammar.				0.869	
WRT01	I write English texts accurately and coherently.					0.872
WRT02	My writing is clear and purposeful.					0.868
WRT03	I review articles for grammar, pronunciation, spelling, word choice, and minor errors.					0.901

Table 1 and Figure 1 show the factor loading values for each item related to students' competencies in four language skills: listening, reading, speaking, and writing. For general student competencies, GPA has a factor loading value of 0.546 and SPF of 0.945. In listening skills, three items

show high factor loading values: LST01 at 0.901, LST02 at 0.861, and LST03 at 0.89. In reading skills, three items also show significant factor loading values: RED01 at 0.876, RED02 at 0.874, and RED03 at 0.883. Speaking competency is measured by three items, SPE01 with a factor loading of 0.906, SPE02 at 0.919, and SPE03 at 0.869. Finally, for writing skills, three items show strong factor loading values: WRT01 at 0.872, WRT02 at 0.868, and WRT03 at 0.901. Overall, it can be seen that the factor loading of all statement items is > 0.5 , indicating that the instruments used to measure these skills are consistent and reliable. This shows that all items are valid in terms of convergence.

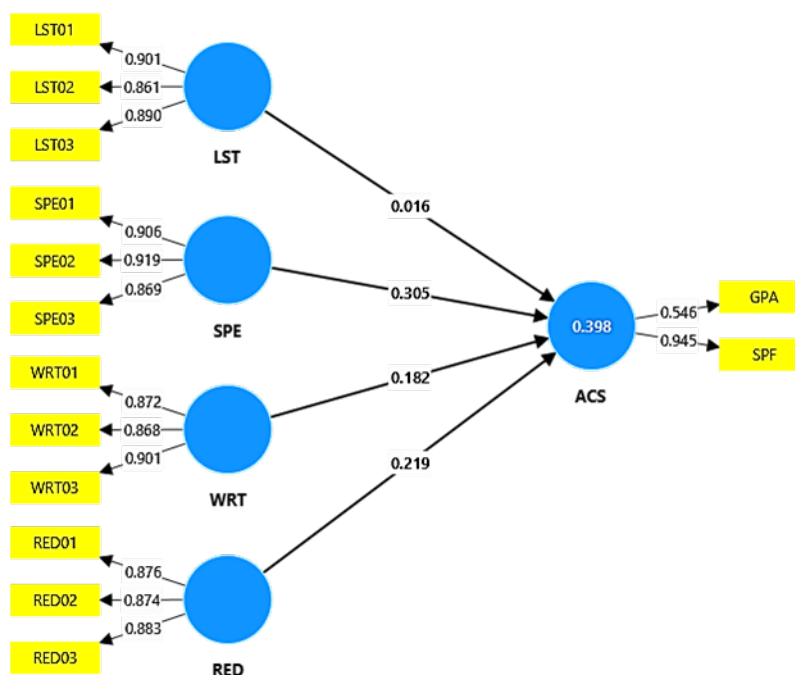


Figure 1. Graphical Output

2. Discriminant Validity

Table 2. Fornell-Larcker Criterion

Variables	Academic Success	Listening	Reading	Speaking	Writing
Academic Success	0.772				
Listening	0.489	0.884			
Reading	0.514	0.659	0.878		
Speaking	0.569	0.668	0.530	0.898	
Writing	0.571	0.687	0.676	0.753	0.880

Table 2 presents the results of the Fornell-Larcker Criterion, which measures discriminant validity between variables in this study's model. The diagonal values in the table indicate internal reliability (the reliability of each variable with itself), while the off-diagonal values represent correlation coefficients between variables. The "Academic Success" variable has an internal reliability value of 0.772. Specifically, in the context of language skills, "Listening", "Reading", "Speaking", and "Writing" show high reliability with values of 0.884, 0.878, 0.898, and 0.880, respectively. The correlations between variables indicate that all language skills (Listening, Reading, Speaking, Writing) are interrelated but not overly strong, supporting discriminant validity between variables in the structural analysis conducted. This indicates that this model is suitable for testing the relationship between language skills and students' academic success in a specific context.

3. Reliability Test

Table 3. Reliability of Each Variable

Variables	Cronbach's alpha	Composite reliability (rho_c)
Academic Success	0.389	0.733
Listening	0.861	0.915
Reading	0.851	0.910
Speaking	0.880	0.926
Writing	0.858	0.912

Table 3 provides information on the internal reliability measurement for each variable involved in the study. The "Academic Success" variable has a Cronbach's alpha value of 0.389 and a composite reliability (rho_c) value of 0.733. These results indicate that the internal reliability measurement for this variable should be improved to ensure consistency in measurement in the context of academic success. Meanwhile, the variables "Listening", "Reading", "Speaking", and "Writing" show high Cronbach's alpha values of 0.861, 0.851, 0.880, and 0.858, respectively, and high composite reliability (rho_c) values as well, namely 0.915, 0.910, 0.926, and 0.912. This indicates that the instruments used to measure listening, reading, speaking, and writing skills are reliable and consistent in data collection. The high reliability of these variables supports the validity and credibility of the results of the analysis conducted on the relationship between language skills and students' academic success in this study.

Measurement Hypothesis Testing

1. R Square

Table 4. R Square Values

	R-square	R-square adjusted
Students Competencies	0.398	0.378

In Table 4, the adjusted R-square value is used because more than two independent variables are included in the model. The adjusted R-square value indicates how well the independent variables in the statistical model can explain the variation in the dependent variable, in this case, "Academic Success". The R-square value is 0.398, meaning that about 39.8% of the variation in academic success can be explained by the independent variables included in the model.

These results indicate that although there is an influence of the independent variables on Academic Success, the influence is relatively low. Therefore, it is possible that other factors need to be considered in explaining the variation in Students' Academic Success, requiring further research to understand a stronger and more significant relationship.

2. Effect Size

Table 5. Effect Size

Variables	Academic Success
Listening	0.000
Reading	0.037
Speaking	0.060
Writing	0.017

Table 5 provides the effect size values for the relationship between various components in the model. The f-square values listed indicate the effect size of each predictor variable (Listening, Reading, Speaking, Writing) on the dependent variable (Academic Success). Specifically:

1. For the Listening variable on Academic Success, the f-square value is 0.000. This indicates that the Listening variable has a very small or insignificant influence on the Academic Success variable in this model.

2. For the Reading variable on Academic Success, the f-square value is 0.037. This shows that the Reading variable provides a weak contribution to the variation occurring in Academic Success.
3. For the Speaking variable on Academic Success, the f-square value is 0.060. This shows that the Speaking variable provides a moderate contribution to the variation occurring in Academic Success.
4. For the Writing variable on Academic Success, the f-square value is 0.017. This shows that the Writing variable provides a small contribution to the variation occurring in Academic Success.

Thus, from these f-square values, the Speaking variable has the most significant influence on Academic Success compared to the other variables in this model, although its influence is still considered moderate. Visually, the effect size of each independent variable on the dependent variable can be seen in Figure 2.

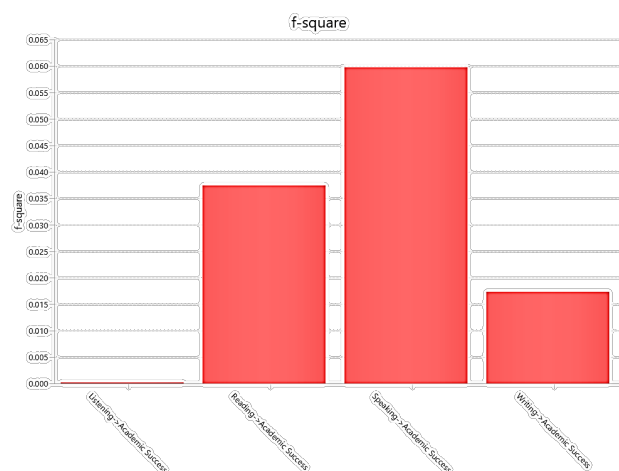


Figure 2. Effect Size of Independent Variables on the Dependent Variable

3. Hypothesis Testing

Table 6. Path Coefficients, t-statistics, and p-values for each path

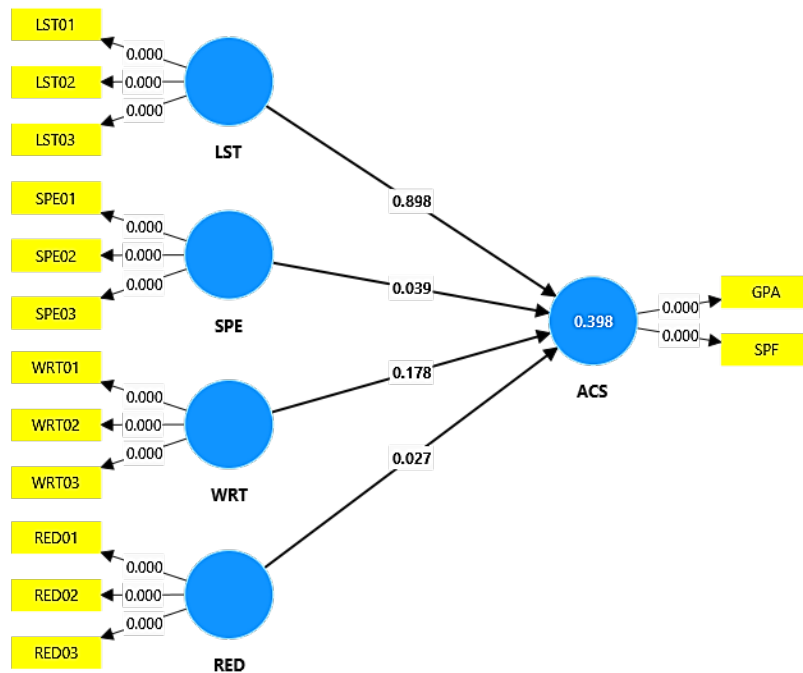
Path	Path Coefficient	T statistics	P values
Listening → Academic Success	0.016	0.128	0.898
Reading → Academic Success	0.219	2.210	0.027
Speaking → Academic Success	0.305	2.060	0.039
Writing → Academic Success	0.182	1.347	0.178

The path analysis results in Table 6 and Figure 3 show the relationship between each language skill (Listening, Reading, Speaking, Writing) and academic success (Academic Success), measured in the form of path coefficients, T-statistics, and P-values.

1. The path from Listening to Academic Success has a P-value of $0.898 > 0.05$. This indicates that H1 is rejected, meaning there is no significant relationship between listening skills and academic success.
2. The path from Reading to Academic Success has a P-value of $0.027 < 0.05$. This indicates that H2 is accepted, showing a positive and significant relationship between reading skills and academic success, where the higher the reading skills, the higher the academic success achieved.
3. The path from Speaking to Academic Success has a P-value of $0.039 < 0.05$. This indicates that H3 is accepted, showing a positive and significant relationship between speaking skills and academic success, where the higher the speaking skills, the higher the academic success achieved.
4. The path from Writing to Academic Success has a P-value of $0.178 > 0.05$. This indicates that H4 is rejected, meaning the relationship between writing skills and academic success is not statistically significant in this sample.

Overall, the path analysis results show that reading and speaking skills have a significant

influence on students' academic success, while listening and writing skills do not significantly contribute in this context.



Gambar 3. P-value for each path

4. Goodness of Fit (GoF)

Table 7. Model Fit Indices

Statsitics	Saturated model	Estimated model
SRMR	0.072	0.072
d_ULS	0.544	0.544
d_G	0.353	0.353
Chi-square	268.389	268.389
NFI	0.776	0.776

The SmartPLS analysis results for model fit testing indicate that the model has a fairly good fit with the data. Table 7 presents the model fit indices to compare the saturated model with the estimated model in the path analysis. The Standardized Root Mean Square Residual (SRMR) value for both models is 0.072, indicating that both models have a good level of fit with the observed data. The d_ULS and d_G indices, which measure the distance between the estimated model and the saturated model, have the same values for both models, namely 0.544 and 0.353, respectively. The reported Chi-square is 268.389 for both models, indicating no significant difference between the estimated model and the saturated model in predicting the data. The Normed Fit Index (NFI) of 0.776 also shows that the estimated model fits the data well, although this value does not reach a perfect 1. Overall, the model fit indices indicate that the estimated model maintains a good fit level with the saturated model, showing that this model is suitable for explaining the relationship between language skills and academic success in the research sample.

DISCUSSION

Instrument Quality

In this study, the quality of the measurement instruments is a primary focus to ensure the validity and reliability of the data collected in linking language skills with students' academic success. The evaluation of these instruments was conducted through three main aspects: construct validity,

discriminant validity, and reliability testing.

Construct validity measures the extent to which the instruments used can accurately measure the intended concepts or variables. Table 1 shows the factor loading values for each item measuring language skills such as listening, reading, speaking, and writing. According to Sarstedt et al. (Sarstedt et al., 2021), high factor loading (usually above 0.5) indicates that these items effectively reflect the variable being measured. The results of this study show that all factor loading values of these items exceed the threshold of 0.5, confirming that the instruments used have good convergent validity. The theoretical support from Pallant (Pallant, 2020) suggests that construct validity is crucial in ensuring that the measurement instruments can be reliably used to produce accurate and consistent data. Therefore, these results provide confidence that the data obtained from measuring language skills can be interpreted with high validity in the context of this research.

Discriminant validity tests how well the instruments can differentiate between different variables in the model. Table 2 presents the results of the Fornell-Larcker Criterion, which measures internal reliability and correlation coefficients between variables. According to Hair et al. (Hair et al., 2019), the diagonal values in this table indicate the internal reliability of each variable, while the off-diagonal values reflect correlations between variables. In this study, the internal reliability of the "Listening", "Reading", "Speaking", and "Writing" variables has high values (above 0.88), while the correlations between variables indicate sufficient but not overly strong relationships to suggest redundancy between variables. This suggests that the instruments can effectively differentiate between various language skills, supporting adequate discriminant validity in the structural analysis. The theory from (Henseler et al., 2015) states that discriminant validity is important to ensure that the variables in the research model truly measure different concepts and do not significantly overlap. Therefore, the Fornell-Larcker Criterion results in this study confirm that the model used can be trusted to test the relationship between language skills and academic success specifically and separately.

Reliability testing measures consistency in measuring the same variable under various conditions and times. Table 3 shows the results of Cronbach's alpha and composite reliability (rho_c) for each variable. According to DeVellis & Thorpe (DeVellis & Thorpe, 2021), a Cronbach's alpha value above 0.70 indicates good reliability for internal measurement, while high composite reliability (rho_c) values confirm that the instruments are consistent in measuring the same constructs. The reliability test results in this study show that all language skills variables (Listening, Reading, Speaking, Writing) have high Cronbach's alpha and composite reliability (rho_c) values, approaching or exceeding the recommended thresholds. This indicates that the instruments used can be reliably used in data collection regarding students' language skills in the context of this research.

Overall, the quality of the instruments used in this study meets the required standards for validity and reliability. High construct validity indicates that the instruments can accurately measure the language skills being studied. Adequate discriminant validity confirms that the instruments can effectively differentiate between different language skills. Meanwhile, consistent reliability testing indicates that the instruments can be trusted to produce consistent and reliable data. Therefore, the results of this study provide confidence that the relationship between language skills and students' academic success can be explored with high validity and reliability.

Hypothesis Testing

The Influence of Listening Skills on the Academic Success of English Literature Students

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This study tested the hypothesis linking listening skills to the academic success of English Literature students using Structural Equation Modeling (SEM). The statistical test results show that the path from listening skills to academic success is not significant ($P = 0.898$). This indicates that in the context of this sample, listening proficiency does not significantly contribute to the academic achievement of English Literature students.

These research findings align with theories suggesting that the impact of listening skills on academic achievement may vary depending on context and usage (Yu et al., 2021). Brown & Lee

(Brown & Lee, 2015) explain that while listening skills are important in the teaching-learning process, their effects may not be direct or always significant for academic achievement if not properly integrated into the curriculum and learning strategies. It is important to consider that listening ability is traditionally considered a passive skill in language comprehension, but in the academic context, it is essential to integrate this skill in active contexts such as classroom discussions, presentations, and direct interaction with learning materials (Richards & Rodgers, 2014). The lack of significance of listening skills in this model may indicate that more interactive and structured teaching strategies need to be reinforced to better utilize the potential of this skill in improving academic success.

Based on these findings, several recommendations can be considered to optimize listening skills and enhance the academic success of English Literature students:

1. Develop active and engaging learning strategies, such as group discussions, academic situation simulations, and the use of supportive audiovisual materials, to improve students' listening skills (Richards & Rodgers, 2014).
2. Train students to understand hidden meanings and nuances in reading materials or presentations they listen to, helping them apply listening skills more effectively in academic contexts (Field, 2010).
3. Implement routine assessments of students' listening proficiency and provide constructive feedback to help them continuously improve their listening strategies (Anderson, 1999).

The Influence of Reading Skills on the Academic Success of English Literature Students

This study explores the relationship between reading skills and the academic success of English Literature students using Structural Equation Modeling (SEM). Path analysis results show that the path from reading skills to academic success is significant ($P = 0.027$). The positive path coefficient value (0.219) indicates that the higher the reading proficiency, the higher the academic success that English Literature students can achieve.

These research findings are consistent with theories suggesting that good reading ability plays an important role in enhancing students' understanding and analysis of teaching materials (Adlis et al., 2022). Anderson (Anderson, 1999) states that effective reading skills allow students to better access information, develop insights, and process information more deeply, directly contributing to better academic achievement. Good reading ability not only helps students understand texts taught in class but also expands their knowledge through additional reading materials and relevant academic literature (Smith et al., 2023; Wang et al., 2023). Thus, students with strong reading proficiency tend to have an advantage in understanding course materials, completing academic assignments, and performing well on exams.

The following recommendations can be considered to optimize reading skills and enhance the academic success of English Literature students:

1. Develop literacy programs that engage students in reading a variety of texts, including literary texts, academic articles, and other sources relevant to their subjects (Mahadi et al., 2018; Shober, 2016).
2. Integrate effective reading strategy training into the curriculum to help students improve their comprehension, processing, and deep text analysis skills (Field, 2010).
3. Encourage students to read independently and access reading materials relevant to their subjects to enhance their reading experience and deepen their understanding of the course materials (Brainard & Britten, 2023; Yi et al., 2019).

The Influence of Speaking Skills on the Academic Success of English Literature Students

This research investigates the relationship between speaking skills and the academic success of English Literature students using Structural Equation Modeling (SEM). Path analysis shows that the path from speaking skills to academic success is significant ($P = 0.039$). The positive path coefficient (0.305) confirms that good speaking ability positively influences the academic achievement of English Literature students.

The findings of this study align with theories suggesting that good speaking proficiency can enhance students' communication abilities in conveying their thoughts and analysis (Anggraen, 2012). Richards & Schmidt (Richards & Schmidt, 2013) state that effective speaking proficiency

enables students to clearly and persuasively communicate their ideas, whether in class discussions, presentations, or academic writing. English Literature students are often tested on their ability to articulate their understanding of literature and the English language. Good speaking skills play a crucial role in facilitating productive discussions, convincing presentations, and clear and structured writing (De Jong et al., 2012; Khasanah & Safriyani, 2021). Thus, students with strong speaking abilities tend to be more capable of effectively conveying their ideas, positively impacting their academic achievement.

Here are some recommendations to optimize speaking skills and enhance the academic success of English Literature students:

1. Develop communication training programs that include various aspects such as conversation, presentation, and negotiation to help students improve their speaking skills (Johnson & Ma, 1999).
2. Encourage students to engage in structured speaking practice, such as discussion groups or presentation simulations, to help them gain confidence and fluency in public speaking (Cooper et al., 2023).
3. Provide constructive and in-depth feedback on students' speaking abilities to help them identify areas for improvement and enhance the quality of their communication (Rizakhojayeva, 2022; van Ginkel et al., 2017).

The Influence of Writing Skills on the Academic Success of English Literature Students

This research investigates the relationship between writing skills and the academic success of English Literature students using Structural Equation Modeling (SEM). Path analysis results show that the path from writing skills to academic success is not significant ($P = 0.178$). The path coefficient obtained (0.182) indicates that in this sample, writing skills do not significantly contribute to the academic achievement of English Literature students.

The findings of this study suggest that in the context of this research, writing skills do not have a significant influence on the academic success of English Literature students. This aligns with the findings of Subekti

(Subekti, 2018) where English writing skills have a very low impact on student achievement. This may be due to several factors, including the curriculum focus or students' learning experiences that place greater emphasis on other aspects of English proficiency, such as reading or speaking. According to Clark (Clark, 1998), the focus on learning reading and speaking is often prioritized in English education, as these skills are considered more directly related to the ability to understand texts and interact effectively in academic contexts. This reflects the findings in this study, where reading and speaking skills show more significant relationships with academic success compared to writing skills.

Although writing skills did not show a significant influence in this study, it remains important to optimize the development of these skills to enhance the academic success of English Literature students. Some practical recommendations to improve writing skills and ensure their contribution to academic success include:

1. Ensure that writing instruction is cohesively integrated into the English education curriculum to strengthen students' writing skills (Shayakhmetova et al., 2020).
2. Provide consistent and constructive feedback to students regarding their writing abilities and offer coaching sessions to help them improve the quality of their academic writing (Olsen & Hunnes, 2024).
3. Use role models from students with good writing skills and provide examples of good writing as guidance for students (Valero et al., 2019; Wyse, 2007).

Based on the findings of this study, it can be concluded that reading and speaking proficiency has a significant influence on the academic success of English Literature students, while listening and writing proficiency does not show significant contributions in this context. The implications of these findings are the need for further emphasis on developing learning strategies that can enhance reading and speaking proficiency within the English education curriculum in higher education. Thus, it is hoped that students can be more effective in understanding and communicating academic material, which in turn can improve their overall academic achievement.

Recommendations and Implications

Based on the findings of this study, several recommendations can be proposed to improve the effectiveness of English education for English Literature students. First, the development of active and experience-based learning strategies such as group discussions, academic situation simulations, and the use of audiovisual materials can enhance students' listening abilities. This is important because good listening skills can provide a strong foundation for understanding learning materials. Second, more intensive training in reading and speaking skills is needed, focusing on understanding hidden meanings in texts and developing clear and effective verbal communication skills. This will help students deepen their analysis of literature and academic writing, which are essential skills in English Literature studies.

The implications of this study are the need for greater emphasis on integrating reading and speaking skills into the English education curriculum. The focus on developing these two abilities has proven to have a positive impact on students' academic achievement. Additionally, the role of instructors in creating a supportive learning environment and encouraging the development of these skills is also very important. Thus, a holistic and integrated educational approach will help ensure that English Literature students have a strong foundation in the language skills needed for their academic and professional success in the future.

Limitations

This study also has several limitations that need to be considered when interpreting the results. First, the research sample is limited to English Literature students from a specific educational institution, so the results may not be generalizable to the overall population of English Literature students. Variability in curriculum, teaching methods, and student backgrounds may affect the generalization of these findings. Second, the measurement of language skills such as reading, speaking, listening, and writing was conducted through specific assessment instruments that may have their own limitations in measuring the true complexity of these skills. Third, external factors such as student motivation, learning environment, and personal experiences may also influence students' academic outcomes but were not fully controlled in this study. Therefore, the results of this study should be considered with these methodological limitations in mind when interpreting and applying them in the context of English education.

D. CONCLUSION

This study investigated the influence of English language skills, namely reading, speaking, listening, and writing, on the academic success of English Literature students using Structural Equation Modeling (SEM). The results show that reading and speaking skills have a significant influence on students' academic achievement, while listening and writing skills do not show significant relationships.

These findings provide an important contribution to understanding the factors that influence the academic success of English Literature students. Good reading skills enable students to gain a deep understanding of teaching materials, while good speaking skills facilitate effective communication abilities in conveying thoughts and analysis. On the other hand, listening and writing skills, while important in the context of English language learning, may require more intensive or structured learning strategies to optimize their contribution to academic success.

Nevertheless, this research has limitations, such as the use of a limited sample and measurement instruments that may not fully reflect the true complexity of English language skills. For further development, future research can explore in more depth how specific educational interventions can enhance the development of listening and writing skills, as well as integrate these skills into a broader curriculum. Additionally, future studies can consider contextual factors such as student motivation, learning environment, and teaching methods that may influence the relationship between English language skills and academic success.

Thus, a better understanding of the role of each English language skill in learning can help develop more effective and inclusive educational strategies, which in turn can enhance the academic achievement and learning experience of English Literature students overall.

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