

FACTORS INFLUENCING ENGLISH ACHIEVEMENT OF HIGH-ABILITY STUDENTS OF CLASS 2A IN THE INFORMATION TECHNOLOGY SYSTEM STUDY PROGRAM AT MUHAMMADIYAH UNIVERSITY OF KOTABUMI

¹Nur Ramadhani Putri Azka, ²Dewi Sri Kuning, ³Yusi Qonita Luthfiya, ⁴Ibrohim Hasan,

⁵Salma Aulia, ⁶Nayla Ayesa, ⁷Rasya Sukardi

nrputriazka33@gmail.com, dewisrikuning@gmail.com,

^{1,2,3,4,5,6,7}Universitas Muhammadiyah Kotabumi

Abstract: This study examines the factors influencing the English achievement of high-ability students in class 2A of the Information Technology Systems Study Program at Muhammadiyah University of Kotabumi. The purpose of this study was to determine the factors contributing to students' English achievement during their learning process. The subjects were 16 high-ability students who achieved a score above 80 or a final grade of A in relevant courses. This study used a qualitative method with semi-structured interviews as the data collection technique. Data were analyzed through the stages of data collection, data reduction, data display, and conclusion drawing. The results showed that students' English achievement was influenced by six main factors: motivation, prior educational experience, teacher-student relationship, socioeconomic factors, classroom environment, and parental support. These six factors interact with each other in shaping readiness, comfort, and external support that facilitate students' learning success. Overall, students' English achievement is the result of a combination of internal and external factors that complement each other and contribute significantly to the development of students' English achievement.

Keywords: English achievement, influencing factors, high-ability students, qualitative research.

Penelitian ini mengkaji faktor-faktor yang memengaruhi prestasi berbahasa Inggris mahasiswa berkemampuan tinggi di kelas 2A Program Studi Sistem Teknologi Informasi di Universitas Muhammadiyah Kotabumi pada tahun akademik 2025/2026. Tujuan dari penelitian ini adalah untuk menentukan faktor-faktor yang berkontribusi terhadap pencapaian kemahiran berbahasa Inggris mahasiswa selama proses pembelajaran mereka. Subjek penelitian adalah 16 mahasiswa berkemampuan tinggi yang mencapai skor di atas 80 atau nilai akhir A pada mata kuliah yang relevan. Penelitian ini menggunakan metode kualitatif dengan wawancara semi-terstruktur sebagai teknik pengumpulan data. Data

^{1,4,5,6,7}Mahasiswa Universitas Muhammadiyah Kotabumi

²Dosen Universitas Muhammadiyah Kotabumi

dianalisis melalui tahapan pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa pencapaian kemahiran berbahasa Inggris mahasiswa dipengaruhi oleh enam faktor utama, yaitu motivasi, pengalaman pendidikan sebelumnya, hubungan akademik antara dosen dan mahasiswa, faktor sosial ekonomi, lingkungan kelas, dan dukungan orang tua. Keenam faktor ini saling berinteraksi dalam membentuk kesiapan, kenyamanan, serta dukungan eksternal yang memfasilitasi keberhasilan belajar mahasiswa. Secara keseluruhan, prestasi bahasa Inggris mahasiswa merupakan hasil perpaduan antara faktor internal dan eksternal yang saling melengkapi dan memberikan kontribusi signifikan terhadap perkembangan prestasi berbahasa Inggris mahasiswa.

Kata kunci: *pencapaian bahasa Inggris, faktor-faktor yang mempengaruhi, mahasiswa berkemampuan tinggi, penelitian kualitatif.*

I. INTRODUCTION

English achievement is a crucial indicator of students' academic success in the era of globalization. Various studies have shown that English achievement is influenced by a combination of internal factors, such as motivation, learning strategies, cognitive abilities, and emotional conditions, as well as external factors including instructional quality, classroom environment, lecturer support, and socio-economic background. In higher education contexts, where English is increasingly integrated across disciplines beyond language-related majors, understanding students' English achievement becomes essential for designing effective instructional strategies and academic support systems.

In Indonesia, English is taught as a compulsory subject at the secondary school level and generally continues at the tertiary level. English functions as the primary foreign language that students must master to support academic activities such as reading academic texts, understanding international references, and

communicating ideas effectively. Despite its extensive inclusion in the curriculum, national and international reports indicate that English proficiency among Indonesian students remains relatively low. This condition highlights the importance of examining the factors that influence English achievement, particularly at the university level where academic demands are more complex.

For students in Information Technology-related study programs, English proficiency holds a particularly strategic role. The field of information technology is global in nature and relies heavily on English for technical documentation, programming languages, software development, and access to the latest research. Students' English achievement in this context is reflected not only in general language competence but also in their ability to comprehend technical texts, write reports and documentation, and communicate effectively in presentations and collaborative academic activities. Strong English achievement therefore supports both academic performance and

future professional readiness in the technology sector.

Previous studies have largely focused on factors influencing English achievement at the secondary school level. These studies consistently indicate that external factors, such as family support, school environment, teaching quality, and learning facilities, tend to have a more dominant influence than internal factors. From a theoretical perspective, foreign language achievement is understood as the result of a dynamic interaction between internal and external factors within a specific learning context, rather than the outcome of a single dominant variable. However, research that explores how these factors operate among high-ability university students, particularly in technology-oriented programs, remains limited.

Based on this gap, the present study focuses on identifying the factors that influence English achievement among high-ability students in Class 2A of the Information Technology Systems Study Program at Muhammadiyah University of Kotabumi. The objective of this study is to examine both internal and external factors that contribute to students' English achievement within a higher education and technology-rich context. The findings of this study are expected to contribute theoretically to a deeper understanding of English achievement in non-English majors and practically to provide insights for lecturers, students, and academic institutions in developing more effective and contextually relevant English learning strategies. Accordingly, this article discusses the key factors influencing English achievement among high-ability students in an Information Technology Systems program at the university level.

II. RESEARCH METHOD

This study employed a qualitative descriptive research design to explore the factors influencing English achievement among high-ability students. Qualitative research aims to understand social phenomena and human behavior through non-numerical data, emphasizing participants' experiences, perceptions, and the contextual meaning of their actions. It is particularly suitable for examining complex issues such as motivation, learning experiences, and social interactions that cannot be adequately explained through quantitative methods (Fossey et al., 2020).

The qualitative descriptive approach was chosen because it aligns with the exploratory nature of the study, which seeks to investigate both internal and external factors influencing English achievement within a specific higher education context, namely high-ability students in the Information Technology Systems Study Program at Muhammadiyah University of Kotabumi.

Data Source

The data sources in this study consisted of qualitative information in the form of participants' verbal expressions. The researcher employed purposive sampling to select participants who met specific criteria relevant to the research objectives. According to Creswell (2014), purposive sampling allows researchers to select individuals with particular characteristics or experiences that can provide rich and meaningful insights into the phenomenon being studied.

In this research, the participants were selected from Class 2A of the Information Technology Systems Study

Program at Muhammadiyah University of Kotabumi. Purposive sampling was used to identify high-ability students, specifically those who achieved the highest final scores in the English subject. Focusing on high-achieving students enabled the researcher to gain deeper insights into the factors contributing to strong English achievement. The limited number of participants allowed for in-depth data collection and detailed exploration of individual learning experiences. Data were obtained through field research, primarily from interviews with lecturers and second-semester students, and were documented in the form of interview transcripts and supporting notes.

Research Instrument

Research instruments are tools used to collect data effectively and efficiently in research (Arikunto, 2010). They function as essential aids in examining social and educational phenomena and obtaining relevant information (Sugiyono, 2012). In qualitative research, various instruments such as interviews, observations, and documentation may be used, supported by tools like interview guides and recording devices to ensure data accuracy (Gulo, 2000; Afrizal, 2014).

In this study, semi-structured interviews were employed as the primary research instrument. The interviews were guided by open-ended questions to explore students' perspectives on factors influencing their English achievement, including motivation, learning habits, and external support. This type of interview allows flexibility and in-depth exploration of participants' responses without predetermined answers, enabling a deeper understanding of students' experiences in

English learning (Sugiyono, 2016; Setiyadi, 2006).

Data Collecting Technique

Data collection is a crucial stage in research, as it determines the quality and relevance of the findings (Sugiyono, 2016). This study employed a qualitative research design to examine factors influencing the English achievement of second-semester students in the Information Technology Systems Study Program at Muhammadiyah University of Kotabumi. Data were collected through semi-structured interviews to explore students' experiences, perceptions, and challenges in English learning.

Interviews were used as the primary data collection technique because they allow researchers to obtain in-depth and detailed information from participants. Semi-structured interviews combined prepared questions with flexibility, enabling deeper exploration of participants' responses and providing insights into classroom experiences and learning contexts (Kunandar, 2011). The participants in this study were second-semester students majoring in Information Technology Systems.

Data Analysis Technique

Sugiyono (2012, p.244) said that data analysis is the process of systematically searching and arranging the interview transcript, field notes and other materials and that you can accumulate to increase your own understanding and to enable to present what you have discovered to others. In this research, the unit of the research is the sentences. The researcher used Miles, Huberman, Saldana (2014) theory who stated that qualitative data

consist of three concurrent flows of the activity as follows:

1) Data Reduction

This initial phase involves the systematic selection, simplification, and transformation of raw data. The purpose of data reduction is to distill the vast amount of information collected during the research process into more manageable and relevant segments. Researchers engage in this process by identifying key themes, patterns, and categories that emerge from the data. This may involve coding the data, where specific labels are assigned to segments of text to highlight important concepts. By filtering out extraneous details and focusing on significant information, researchers can enhance their understanding of the data and ensure that their analysis aligns with the research objectives. Data reduction is not merely a mechanical process; it requires critical thinking and judgment to determine what information is essential for addressing the research questions.

2) Data Display

Once the data has been reduced, the next step is to organize and present the information in a way that facilitates understanding and interpretation. Data display involves creating visual representations or structured formats that allow researchers to see patterns and relationships within the data more clearly. This can take various forms, including charts, graphs, matrices, or narrative summaries. Effective data displays help to synthesize complex information, making it more accessible to both the researcher and the audience. By presenting the data in a coherent manner, researchers can highlight key findings and support their interpretations with visual evidence, thereby enhancing the overall clarity and impact of the research.

3) Conclusion Drawing/Verification

The final component of qualitative data analysis involves interpreting the displayed data and deriving meaningful insights. In this phase, researchers synthesize the findings from the data reduction and display stages to formulate conclusions that address the research questions. This process requires careful consideration of the evidence presented and an understanding of the broader context in which the research is situated. Researchers may identify overarching themes, make comparisons, and draw connections between different aspects of the data. Conclusion drawing is a critical step, as it not only summarizes the findings but also contributes to the theoretical and practical implications of the research. It allows researchers to articulate the significance of their work and how it advances knowledge in the field.

III. RESEARCH RESULT

Result

This study aims to determine the factors that influence English achievement are used by high-ability students in semester 2A of the Information Technology Systems study program at Muhammadiyah University of Kotabumi. Sixteen students in semester 2A were selected as respondents. The selection of these students was based on their high ability, as measured by their Bahasa Inggris Teknik scores. The criteria for high-ability students are those who have a score of 80 or more or an A. The initials of the high-ability students are LF, AAS, WS, S, DL, A, DNF, ANR, MHS, SA, ADP, ZK, DP, NFW, ER, and DE.

In this study, data collection was conducted over two days, from October 29 to 30. The data collection technique

used was interviews. To test validity, the researcher used a validity plan. The validity of the instrument was tested using expert assessment. The researcher involved two experts, Dr. Li Sigit Suharjono, M.Pd., and Dewi Sri Kuning, M.Pd., as validators because both have relevant expertise and experience in this research field.

Based on the assessment results conducted by the two validators, the instrument was declared feasible and valid for use. In the data analysis process, the researcher applied the analysis technique according to Miles and Huberman, which includes three main stages: data reduction, data display, and drawing/verifying conclusions. After collecting data from interviews, the researcher conducted data reduction by filtering relevant information. This stage involved simplifying and focusing the data in the form of interview transcripts. The reduced data was then presented descriptively. In the final stage, the researcher drew conclusions based on the previously analyzed data. Interviews were conducted to determine factors influencing English achievement by high-ability students in learning English.

To find out what factors influencing English achievement of high-ability students of class 2A in the Information Technology Systems Study Program, the research created and used 6 interview questions items, each with 1 follow-up question. Based on the interview data, the researcher presented the findings below.

C o d e	Motiv ation	Prior Educ ation al Exper ience	Teach er- Stu dent Relati onshi p	Soci oe- con omi c	Class room Envir onme nt	Parent al Suppo rt
L F	Game s	Voca bular y	Limit ed	Dict iona ry	Mini mal	Gener al

A A S	Acade mic goals	Early learn ing	Feed back	Boo ks & cour ses	Visu al & discu ssion	Strong
W S	Caree r	High scho ol	Prese ntatio n feedb ack	Pho ne & You Tub e	Inter activ e	Finan cial
S	Fluen cy	Prese ntatio ns	Moti vatio nal	Inte rnet	Proje ctor	Suppo rtive
D L	IT needs	Stron g basic s	Discu ssion	Lap top & inte rnet	Medi a	Moral
A	Movie s	High scho ol	Relax ed	Boo ks & gad gets	Visu al aids	Facilit ies
D N F	Caree r	Read ing habit	Open	Mo dest inte rnet	Mult imed ia	Moral
A N R	Confi dence build ing	Spea king pract ice	Consi stent feedb ack	Boo ks & data	Acti ve envir onm ent	Encou ragem ent
M H S	Acade mic & IT needs	Lang uage cours e	Direc t practi ce	Earl y cour se sup port	Peer inter actio n	Moral suppo rt
S A	No specif ic goal	High scho ol	Patie nt teachi ng	Pote ntial if nee ded	Acti ve parti cipat ion	No direct involv ement
A D P	Digita l trends	Liste ning & voca bular y	Pronu ciati on advic e	Flex ible sup port	Prese ntati on pract ice	Gener al suppo rt
Z K	TOEF L & career	Com petiti on exper ience	Open discu ssion	Boo ks & inte rnet	Engli sh conv ersati on	Acade mic assista nce
D P	Acade mic literac y	Gra mma r basic s	Resp onsiv e feedb ack	Paid lear ning app s	Visu al medi a	Learni ng freedo m

N F W	Social & cultural	English songs	Translation support	Books	Standard facilities	Moral & financial
E R	Global communication	Speaking course	Classroom practice	Laptop access	Group discussion	Trust-based support
D E	Future career goals	Early interest	Clarification support	Internet access	Video & discussion	Study reminders

Discussion

Based on the interview results, this study reveals that the English language achievement of second-semester students in the Information Technology Systems Study Program is influenced by a combination of internal and external factors. These factors align closely with the central principles of Foreign Language Acquisition (FLA) theory, which views language learning as a multifaceted and context-dependent process. When interpreted through the lens of established theories and recent empirical studies, the findings of this research demonstrate notable similarities, meaningful extensions, and several important differences compared to previous perspectives on language learning achievement.

In terms of similarities, the findings strongly support the views of Dörnyei (2005) and Ushioda (2011), who emphasize motivation as one of the most critical determinants of success in foreign language learning. In this study, students who demonstrated strong interest in English and possessed clear academic or career-oriented goals consistently achieved higher levels of performance. This pattern reflects trends identified in recent EFL motivation studies, where motivated learners tend to engage more actively and persistently in language

learning tasks. Furthermore, the influence of prior educational experience observed in this research corresponds with the findings of Saito (2015) and Huang (2019), who argue that early exposure to English and foundational language skills play an essential role in shaping learners' responsiveness to new linguistic input.

Additionally, the presence of a supportive lecturer–student relationship identified in this study parallels the work of Xie and Derakhshan (2021), who highlight that positive interpersonal interactions between teachers and learners contribute significantly to students' confidence, engagement, and willingness to participate in language learning activities. Other external factors identified in this research—such as socioeconomic background, classroom environment, and parental support—are also consistent with the conclusions of Sirin (2005), Cheung and Andersen (2020), and Park and Holloway (2018). These scholars emphasize that access to resources, a supportive instructional climate, and encouragement from family members are essential elements that shape both academic success and language learning outcomes.

Beyond reinforcing existing findings, this study also offers several important extensions to the current literature. First, the results indicate that students' motivation is not driven solely by internal factors such as personal goals or interest but is also significantly strengthened by the use of digital media and technology. This finding expands traditional motivational models and aligns with Reinders and Benson's (2017) argument that technology can enhance learner motivation by increasing access to authentic materials and flexible learning opportunities. Second, while Saito (2015)

and Huang (2019) emphasize the advantages of positive prior learning experiences, this study demonstrates that students with limited or less favorable educational backgrounds can still achieve substantial progress through independent, technology-driven learning. This supports Lai's (2017) view of self-directed digital learning as an effective compensatory strategy.

Third, the findings extend earlier research on lecturer–student interaction by showing that high-ability students tend to rely on lecturer guidance primarily during the initial stages of learning. Over time, these students gradually shift toward greater autonomy, a pattern that builds upon Benson's (2011) framework of learner autonomy development. Moreover, this study expands discussions on socioeconomic factors by illustrating that access to free digital learning resources can significantly reduce disadvantages commonly associated with lower-income backgrounds, reinforcing observations made by Stephens (2019). Finally, the findings broaden existing perspectives on parental involvement by revealing that emotional encouragement alone—regardless of direct academic assistance or financial support—plays a vital role in sustaining student motivation and persistence. This observation is consistent with the conclusions of Pomerantz and Moorman (2010).

Despite these similarities and extensions, the study also presents several notable differences from previous research. While Dörnyei (2005) places primary emphasis on internal goals and personal value systems as the main drivers of motivation, the findings of this study indicate that social support and digital engagement are equally influential. This

aligns with Lamb's (2013) observations regarding the motivational impact of online communities and digitally mediated learning environments. Furthermore, although Saito (2015) and Huang (2019) suggest that negative prior learning experiences may hinder language development, the present findings show that high-ability learners are capable of overcoming such challenges through sustained autonomous learning, consistent with Lai's (2017) description of adaptive learning behaviors.

The findings also differ from Xie and Derakhshan's (2021) emphasis on the continuous importance of lecturer–student interaction. In this study, such interaction was most critical during the early stages of learning, after which students increasingly relied on independent strategies. In relation to socioeconomic influences, earlier studies such as Sirin (2005) and Cheung and Andersen (2020) report strong correlations between economic status and academic performance. However, the present study indicates that students from financially limited backgrounds can still achieve high levels of English proficiency by effectively utilizing free online learning tools. Additionally, while Park and Holloway (2018) highlight material and academic forms of parental involvement, this study demonstrates that emotional and moral support alone can be highly influential in maintaining motivation and achievement among high-ability learners.

Overall, these findings illustrate that English achievement among high-ability students is shaped by a complex interaction of motivational, experiential, relational, socioeconomic, environmental, and emotional factors. When examined in relation to recent studies, the results not only support existing theories but also

refine and expand them, particularly within the context of digitally engaged learners who exhibit increasing independence and adaptability. This study therefore contributes to ongoing discussions in Foreign Language Acquisition by emphasizing that student success does not emerge from a single dominant factor. Instead, student success emerges from how these factors work together within a technology-rich and academically demanding higher education context. This reinforces the view that Foreign Language Acquisition is best understood as a complex and dynamic process rather than a linear outcome of any single variable. By comparing findings from school-level contexts with those of university students in the Information Technology field, this research offers a more comprehensive and updated understanding of English achievement in higher education and provides valuable insights for educators, researchers, and practitioners in English language teaching.

IV. CONCLUSION

In conclusion, this study demonstrates that the English achievement of high-ability second-semester students in the Information Technology Systems Study Program is shaped by a dynamic and interrelated interaction of multiple internal and external factors. Motivation, prior educational experiences, teacher–student relationships, socioeconomic conditions, classroom environment, and parental support do not function independently. Instead, these elements continuously influence one another in forming students' learning experiences and academic outcomes.

The findings not only confirm several insights from previous studies on English language learning but also extend existing discussions by illustrating how high-ability learners in the digital era actively leverage online resources and technological tools to support their learning. These students demonstrate a strong capacity for developing learning autonomy, enabling them to compensate for limitations related to prior educational background or socioeconomic constraints. At the same time, the study reveals that emotional and moral support from lecturers and family members remains a crucial element in sustaining motivation and persistence, even among students who are academically capable and increasingly independent.

From a broader perspective, the results suggest that technological engagement and self-directed learning strategies play an important mediating role in reducing structural barriers to English achievement. However, these strategies are most effective when supported by positive interpersonal relationships and a conducive learning environment. This finding emphasizes that affective and relational dimensions continue to be central components of language learning success, regardless of students' academic level or perceived independence.

Overall, this study highlights the importance of viewing high-ability students not merely as resilient and self-sufficient learners, but as individuals whose academic success is deeply connected to the quality of the academic, technological, and emotional ecosystems surrounding them. This perspective provides a meaningful foundation for rethinking the design of English language instruction and support systems in higher education, particularly within technology-oriented study programs,

where the integration of digital resources, learner autonomy, and human support must be carefully balanced.

Suggestion

Based on the findings of this study, the researcher proposes the following suggestion:

1. For Lecturers

Lecturers are encouraged to link English learning to students' academic and career goals in the Information Technology field, maintain supportive and approachable interactions, provide constructive feedback, and utilize accessible digital resources and campus facilities to accommodate students from diverse socioeconomic backgrounds. Creating an inclusive and technology-rich classroom environment is also recommended, as well as fostering communication with parents or guardians when appropriate to support students' learning persistence.

2. For Students

It is recommended that students maintain strong motivation by connecting English learning with their long-term academic and professional goals. Reflecting on prior learning experiences, actively engaging with lecturers, and making use of

available campus resources can help improve English achievement. Students are also encouraged to communicate their academic needs to their families so that emotional or practical support can be provided.

3. For Future Researchers

It is suggested that similar studies be conducted in different study programs or institutions to compare findings. The use of mixed research methods and a focus on specific factors—such as digital learning or classroom environment—may provide deeper insights. Longitudinal studies are also recommended to examine changes in motivation, autonomy, and technology use over time.

REFERENCE

- Aceh, B. (2017). *EXPLORING THE FACTORS AFFECTING STUDENTS' ENGLISH SPEAKING FLUENCY THESIS Submitted By: SELVIA LESTARI The Student of Department of English Language Education The Faculty of Education and Teacher Training.*
- Anisa, H., Arifmiboy, & Bukittinggi, I. (2021). An Analysis of Factors Influencing the Students' Learning English Achievement. *Journal of English Language and Education*, 6(2), 2021.
- Burbules, N. C., & Torres, C. A. (Eds.). (2000). *Globalization and Education: Critical Perspectives.* Taylor and Francis
- Dornyei, Z. (2005). *Motivation in Second and Foreign Language, Language*

Teaching.

- Fitriana Rahmawati. (2018). Minat Dan Motivasi Dalam Belajar Bahasa Inggris Siswa Kelas Iv Sekolah Dasar Di Kota Samarinda Interest and Motivation in Learning English At the Fourth Grade Students in Elementary School in Samamarinda. *SNITT- Politeknik Negeri Balikpapan*, 3(1), 324–334. <https://jurnal.poltekba.ac.id/index.php/prosiding/article/view/613>
- Hanus, K. (2016). Factors That Influence Learning by English Language Learners (ELLs). *BU Journal of Graduate Studies in Education*, 8(2), 19–22.
- Harmer, J. (2002). *The Practice of Language Teaching*. New York: Logman.
- Haryanti, S., Yuwono, S. E., Setyandari, A., & Widayanti, S. R. (2024). A Meta-Synthesis Study on Students ' Motivation and their English Achievement. *International Journal of Active Learning*, 9(1), 40–54.
- JASMINE, K. (2024). The Factors Influence of Students' English Achievement in the Morning and Afternoon Course Schedule at Seventh Grade of SMP N 12 Solok Selatan. *Education Achievment: Journal of Science and Research*, 5(3), 1138–1152.
- Lantolf, J. P. (2000). "Sociocultural Theory and Second Language Learning." In *Sociocultural Theory and Second Language Learning* (pp. 1-20). Oxford University Press.
- Li, M., & Yu, Z. (2025). Critical Success Factors Influencing English Learning Outcomes in Blended Learning Environments. *Sage Journals, March*, 1–17. <https://doi.org/10.1177/21582440251320052>
- Long, M. H. (2007). "Problems in SLA." Routledge.
- Mayer, R. E. (2009). "Multimedia Learning." Cambridge University Press.
- Muthee, Daniel, W., Kilemba, Gwademba, G., & Masinde, J. (2019). Eastern Africa Journal of Contemporary Research. *Eastern Africa Journal of Contemporary Research*, 1(1), 5981.
- Pawlak, M. (2021). Investigating language learning strategies: Prospects, pitfalls and challenges. *Language Teaching Research*, 25(5), 817–835. <https://doi.org/10.1177/1362168819876156>
- Sadiku, L. M. (2015). The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour. *European Journal of Language and Literature*, 1(1), 29. <https://doi.org/10.26417/ejls.v1i1.p29-31>
- Srisopha, K. (2022). Factors Affecting Students' Achievement in English Language Learning at Thailand National Sports University of Central Region. *Education Quarterly Reviews*, 5(2). <https://doi.org/10.31014/aior.1993.05.02.468>
- Swain, M. (2006). "Languaging and the Development of Second Language Knowledge." In *Language Learning* (pp. 1-25). Wiley-Blackwell.
- Sweller, J. (2010). "Cognitive Load Theory." In *Psychology of Learning and Motivation* (pp. 37-76). Academic Press.
- Syaveny, N., & Johari, I. (2018). Motivation toward Students' English

- Achievement. *Curricula*, 3(2). <https://doi.org/10.22216/jcc.2018.v3i2.3152>
- Trianziani, S. (2020). AN ANALYSIS ON FACTORS INFLUENCING STUDENTS' LOW ENGLISH LEARNING ACHIEVEMENT. *Jurnal Pendidikan Dan Pembelajaran*, 4(November), 274–282.
- Vygotsky, L. S. (2004). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.
- Wang, H., Xu, L., & Li, J. (2023). Connecting foreign language enjoyment and English proficiency levels: The mediating role of L2 motivation. *Frontiers in Psychology*, 14(February), 1–13. <https://doi.org/10.3389/fpsyg.2023.1054657>
- Wei, L. (2023). Artificial intelligence in language instruction: impact on English learning achievement, L2 motivation, and self-regulated learning. *Frontiers in Psychology*, 14(November), 1–14. <https://doi.org/10.3389/fpsyg.2023.1261955>
- Yılmaz Bodur, Z., Kılıç, A. F., & Aktan, S. (2023). Perceived instructional environment and English achievement: The mediating role of student engagement. *Journal of Educational Research*, 116(2), 100–112. <https://doi.org/10.1080/00220671.2023.2203093>
- Zhao, P., Hassan, A., & Burhanuddin, N. A. N. (2024). A systematic review of factors influencing English language competency for ethnic minority students: an ecological systems theory perspective. *Cogent Education*, 11(1). <https://doi.org/10.1080/2331186X.2024.2415730>
- Zhao, X., & Wang, D. (2023). The role of enjoyment and boredom in shaping English language achievement among ethnic minority learners. *Journal of Multilingual and Multicultural Development*, April, 1–13. <https://doi.org/10.1080/01434632.2023.2194872>
- Zuhri, F. (2021). English Learning Achievement of Multilingual Learners Through Digital Literacy Practices. *Proceedings of the Thirteenth Conference on Applied Linguistics (CONAPLIN 2020)*, 546(Conaplin 2020), 168–172. <https://doi.org/10.2991/assehr.k.210427.026>