

Determinant of Success English Reading Skills Among University Students: Remedial and Challenge Strategies

Singgih Prastawa

Universitas Slamet Riyadi Surakarta, Indonesia

e-mail Correspondence: singgih.prastawa@unisri.ac.id

Submitted: 30-03-2025

Revised : 15-04-2025

Accepted: 19-05-2025

ABSTRACT. Reading comprehension skill is an important requirement that must be possessed by college students in learning English. To support college students' reading skill development, the role of the lecturer and learning materials is crucial. This research aims to find empirical evidence on the effect of the learning process, college students' activities, university facilities, and lecturer activities on English reading skills. This study applied a quantitative method with a causally associative approach. College students majoring in Management, Faculty of Economics, Universitas Slamet Riyadi Surakarta, were the population in this study. The research sample consisted of 110 college students and was selected through the use of purposive sampling. Partial Least Squares-Structural Equation Modeling (PLS-SEM) is used in the data analysis with SmartPLS. The result of this study indicates that the learning process, university facilities, and lecturer activities have a significant effect on English reading skills in the Faculty of Economics, Universitas Slamet Riyadi Surakarta. On the other hand, college students' activities had no effect on English reading skills. The implication of this research is that lecturers should be more creative in the use of technological media in learning, which can make college students enjoy learning more. This research also provides valuable insights for educational institutions aiming to sustain and improve university quality by focusing on learning process and university facilities as key drivers of success.

Keywords: Learning Process, College Students Activities, University Facilities, Lecturer Activities, English Reading Skills

ABSTRAK. Kemampuan pemahaman membaca merupakan persyaratan penting yang harus dimiliki oleh mahasiswa dalam mempelajari bahasa Inggris. Untuk mendukung pengembangan kemampuan membaca mahasiswa, peran dosen dan bahan ajar sangatlah krusial. Penelitian ini bertujuan untuk menemukan bukti empiris mengenai pengaruh proses pembelajaran, aktivitas mahasiswa, fasilitas universitas, dan aktivitas dosen terhadap kemampuan membaca bahasa Inggris. Penelitian ini menggunakan metode kuantitatif dengan pendekatan kausal-asosiatif. Mahasiswa program studi Manajemen, Fakultas Ekonomi, Universitas Slamet Riyadi Surakarta, menjadi populasi dalam penelitian ini. Sampel penelitian terdiri dari 110 mahasiswa dan dipilih melalui metode sampling purposif. Analisis data menggunakan Partial Least Squares-Structural Equation Modeling (PLS-SEM) dengan perangkat lunak SmartPLS. Hasil penelitian ini menunjukkan bahwa proses pembelajaran, fasilitas universitas, dan aktivitas dosen memiliki pengaruh yang signifikan terhadap kemampuan membaca bahasa Inggris di Fakultas Ekonomi, Universitas Slamet Riyadi Surakarta. Di sisi lain, aktivitas mahasiswa tidak berpengaruh terhadap keterampilan membaca bahasa Inggris. Implikasi penelitian ini adalah dosen perlu lebih kreatif dalam penggunaan media teknologi dalam pembelajaran, yang dapat membuat mahasiswa lebih menikmati proses belajar. Penelitian ini juga memberikan wawasan berharga bagi lembaga pendidikan yang bertujuan untuk mempertahankan dan meningkatkan kualitas universitas dengan fokus pada proses pembelajaran dan fasilitas universitas sebagai faktor kunci keberhasilan.

Katakunci: Proses Pembelajaran, Kegiatan Mahasiswa, Fasilitas Universitas, Kegiatan Dosen, Kemampuan Membaca Bahasa Inggris



INTRODUCTION

English language competence is required for undergraduate students to succeed. (Soruç et al., 2024) stated that getting fluent in the target language is crucial for older students and adults learning to read in a second or foreign language. In order to be proficient in English, there are four macro-skills that undergraduate students need to acquire, namely reading, speaking, and writing (Monib & Hadi, 2025). Among those skills, reading has been one of the macro-skills that has caught the interest of the researcher. It is because reading is a complex process that people might find it difficult to do. It is a difficult cognitive process that involves interpreting symbols to create or obtain meaning. According to (Wang et al., 2023), many students struggle with understanding during academic reading because of their inadequate English skills. For undergraduate students, reading is needed and crucial; it is something that they should do whether they like it or not. (Curle et al., 2024) state that utter reading is an activity that requires complete participation in order to provide readers with the knowledge they need to succeed in other academic tasks. Reading itself can help postgraduate students in other subjects and with other aspects during the learning process. Reading and writing in academic settings are inextricably intertwined, with the former facilitating the latter. It means reading will help undergraduate students to get new insight and knowledge that will be useful for writing academic papers (Xu, 2025).

Knowing the meaning of the vocabulary used does not guarantee that the readers will understand and comprehend it well. For undergraduate students, learning academic literacy in a second language with distinct discourse values and cultures may be a challenging task (Kamaşak & Sahan, 2023). Many college students find it difficult to understand a variety of long texts that are more challenging and complex for readers of a second language. The complexity of academic reading, particularly when using scholarly articles as well as the texts written objectives, the language and organization that are utilized, and the meaning that texts convey, continue to present a significant challenge for many students, it cannot be denied in light of the current situation (Alsahafi, 2023). Reading skills are most crucial to college students' performance in the classroom since reading activities serve as the foundation for and source of all other learning activities. This is because reading activities serve as the foundation and primary source of all other learning activities. College students must not only comprehend the material being studied but also understand the content once it has been read. Reading comprehension holds significant value in university language programs, illustrating its essential role in academic success (Lailiyah & Masruroh, 2024). At the university level, reading proficiency in English becomes one of the indicators of college students' success in mastering advanced academic skills, including understanding other subjects taught in that language. This indicates that reading instruction requires a comprehensive teaching strategy tailored to the needs of college students (Dixon & Oakhill, 2024; Potot et al., 2023). Active student involvement during the learning process is one of the important factors that influence success in reading instruction. Students who actively participate in learning tend to have a better understanding and can also apply more effective reading strategies (Liu et al., 2022; Rachmijati, 2024). In Indonesia, although college students are often asked to actively participate in learning, the effectiveness of student engagement in improving reading skills is still debated. In addition to student involvement, the quality of educational facilities also plays an important role in supporting effective English language

learning. Adequate facilities, such as a complete library, access to digital resources, and comfortable study spaces, are not always directly correlated with student learning outcomes. However, these facilities can enhance college students' motivation to learn and actively participate in the learning process, which ultimately has a positive impact on college students' learning outcomes (Singh et al., 2022; Zhou & Zhang, 2025). The role of the lecturers is also very important in determining the success of learning. The role of teachers in building relationships with students significantly impacts students' motivation, engagement, and emotional well-being, which contributes to improved academic performance. (Attaufiqi et al., 2024) A lecturer who shows empathy, warmth, and respect can create a conducive learning environment, making students feel more motivated and confident. The teaching strategies and media used by teachers also play an important role in improving reading skills (Hennebry-Leung & Xiao, 2020; Huang, 2021).

Based on preliminary observation at Universitas Slamet Riyadi Surakarta, the researcher encountered some problems related to reading and listening skills. College students tend to lose their concentration when doing the reading activity, and sometimes they will concentrate at the beginning of the class, and then lose when entering the middle of the class. Low comprehension levels can be seen while reading word by word, not reading in meaning units, having trouble grasping the primary concept, reading distractedly, and not exercising reading comprehension very often. In Kuswandono's (2024) and Noviska et al.'s (2025) research, they mention that the most common listening and reading problem of Indonesian college students is that learning English is difficult because the language still sounds foreign to Indonesians who are just learning it. Therefore, it is important to always stimulate students to get used to hearing native speaker conversations. Giving attractive methods can be done to stimulate students to be interested in learning and reading. Based on the above background, a study is needed to analyze comprehensively the impact of four main factors, namely the learning process, student engagement, the quality of education facilities, and the role of lecturers on college students' academic achievement in English reading skills. The urgency of this research lies in the importance of understanding the synergy between these factors in improving the quality of learning to read English texts, especially amidst the challenges of globalization and literacy. The results of this study are expected to be a basis for designing more holistic learning strategies, creating a conducive curriculum and environment to enhance college students' English-reading abilities, as well as providing practical recommendations for educators, universities, and educational policymakers.

METHOD

This study was conducted in the Faculty of Economics, Universitas Slamet Riyadi Surakarta, Central Java Province. The quantitative method with a causally associative approach was used in this research. To address research questions and research objectives, primary data are directly gathered by the researcher via a survey. The population of this study was second-semester students majoring in the management study program in the 2023/2024 academic year, with a total of 110 undergraduate students. The target population for the research study was determined based on the researcher's criteria, which included selecting a location that was not heavily crowded. This was to ensure that the study could be conducted effectively without any issues related to space constraints. The researcher selected these particular people as the population because, in each class, there were only around twenty-five to thirty college students.

In order to gather samples that accurately reflect the population under study, researchers employ the purposive sampling method. The research sample was 110 (one hundred and ten) college students who study in the department of management, the class will be starting new material with the PjBl learning model, and the language lecturer's recommendation to use in class. College students are given questionnaires to complete as part of survey methods for data

collection. The measurement tool used in this study was the Likert scale, and each respondent's response was evaluated on a 5-level scale. For the qualitative component, open-ended interviews were conducted with the ten college student. Open-ended interview questions were adapted from (Clarke, 2025) to facilitate in-depth exploration of the research questions. The interviews focused on their experiences learning English, the challenges they faced, and the strategies for improving reading skills. These interviews were recorded with the participants consent and subsequently transcribed for analysis. Many college students face difficulties in reading, such as comprehending content and grasping paragraph ideas. Their lack of basic reading comprehension skills makes them ideal candidates for this study.

Partial Least Squares-Structural Equation Modeling (PLS-SEM) is used in the data analysis techniques, and it is processed using SmartPLS. Instrument tests comprise Cronbach's alpha, composite reliability, and convergent, discriminant, and AVE validity tests. A technique for data analysis called Structural Equation Modeling (SEM) can directly look at measurement errors, latent variables, and indicator variables. The two stages of the PLS assessment model are the outer model, also known as the measurement model, and the inner model, also known as the structural model. When the t-statistic value \geq t-table (1.96) and the probability value $<$ alpha (0.05), the test conditions are used to assess whether exogenous factors have a substantial impact on endogenous variables (Vajirakachorn et al., 2023).

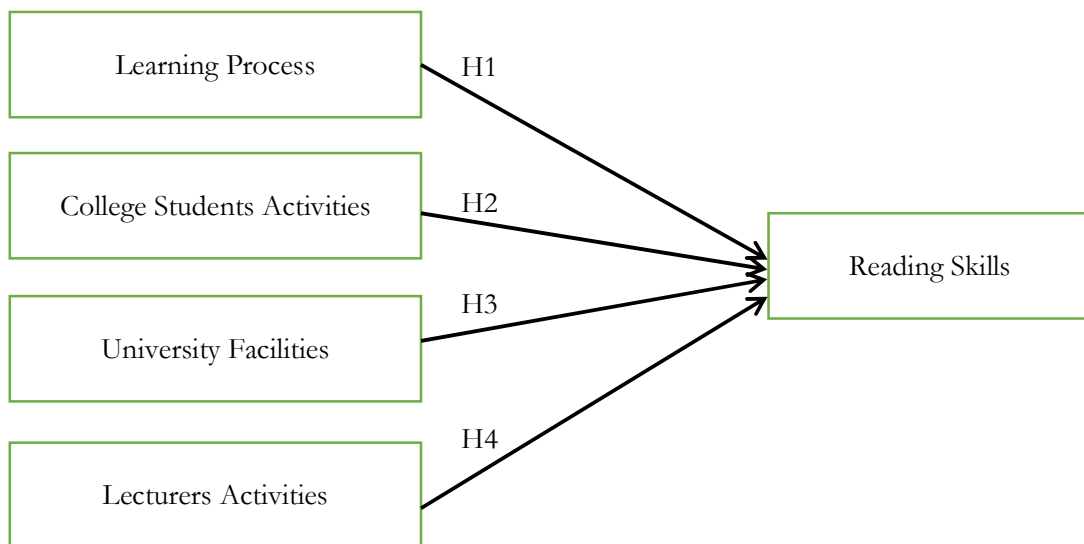


Figure 1. Research Model
Source: Processed by the authors

RESULT AND DISCUSSION

Result

Analysis Outer Model (Measurement Model)

The correlation between the variables is used to assess convergent validity. To meet construct validity standards, loading factors must be \geq 0.7. For early-stage research applications, a

value of 0.50 to 0.60 is considered sufficient. If an indicators AVE value is greater than 0.5, it indicates that it has a higher correlation than the others. The accuracy and dependability of the instrument for assessing a particular construct were assessed in the interim using a composite reliability analysis. It is deemed dependable if the composite reliability and Cronbach's alpha values are more than 0.70.

Table 1. Factor Loadings, Cronbach's Alpha, Composite Reliability, and AVE

Variable	Item Measurement	Factor Loadings	Cronbach's Alpha	Composite Reliability	AVE
Learning Process (X ₁)	LP.1	0.823	0.882	0.906	0.732
	LP.2	0.840			
	LP.3	0.875			
	LP.4	0.883			
College Students Activities (X ₂)	CSA.1	0.823	0.843	0.893	0.677
	CSA.2	0.807			
	CSA.3	0.813			
	CSA.4	0.848			
University Facilities (X ₃)	UF.1	0.770	0.871	0.903	0.725
	UF.2	0.851			
	UF.3	0.851			
	UF.4	0.927			
Lecturer Activities (X ₄)	LA.1	0.981	0.825	0.876	0.645
	LA.2	0.836			
	LA.3	0.689			
	LA.4	0.664			
Reading Skills (Y)	RS.1	0.890	0.902	0.916	0.786
	RS.2	0.896			
	RS.3	0.917			
	RS.4	0.841			

Source: Processed data (2025)

According to Table 3, the factor loading value for each indicator is greater than 0.60, demonstrating the indicator's reliability in assessing reading skills in university students. Both the Cronbach's alpha and composite reliability values, which are both higher than 0.70, show the level of reliability. The construct dependability of each indicator varied, and all variables were found to be reliable. Furthermore, all of these indicators satisfy the criteria for strong convergence as their AVE values, which represent the degree of convergence, are higher than 0.5.

R- Square

The degree to which the independent variable can influence the dependent variable is expressed using the R-squared metric.

Table 2. R-Square

	R-Square (R ²)	R-Square Adjusted
Quality Financial Report	0.664	0.632

Source: Data processing (2025)

Based on the R-square results, the effects of the learning process, college students' activities, university facilities, and lecturer activities on english reading skills have a value of 0.664 or 66.4%, which is in the middle of the range. However, there are other factors that affect the remaining 33.6% that are not discussed in this study.

Path Coefficients

Bootstrapping was used to determine whether the variables are associated. When the t-statistic value (1.96) and the alpha (0.05) are both less than or equal to the probability value, the

test requirements are met. It is asserted that exogenous variables have a substantial impact on endogenous variables.

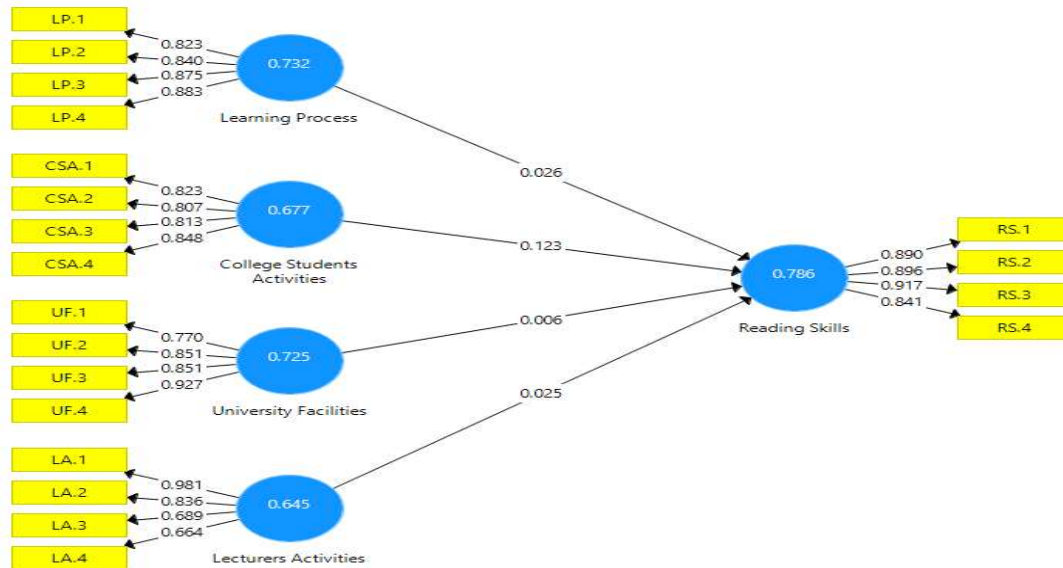


Figure 2. Path Coefficients Results
Source: Data processing (2025)

Table 3. Hypothesis Test Results

	<i>Sample Mean (M)</i>	<i>Standard Deviation (STDEV)</i>	<i>T Statistics (O/STDEV)</i>	<i>P-Values</i>	<i>Conclusion</i>
Learning Process (X ₁) → Reading Skills (Y)	0.265	0.109	2.201	0.026	Significant
College Students Activities (X ₂) → Reading Skills (Y)	0.166	0.144	1.047	0.123	Insignificant
University Facilities (X ₃) → Reading Skills (Y)	-0.322	0.114	2.820	0.006	Significant
Lecturer Activities (X ₄) → Reading Skills (Y)	0.272	0.111	2.257	0.025	Significant

Source: Data processing (2025)

The test results are displayed in the table. First, there is a strong indication that the learning process has a significant impact on English reading skills, as indicated by the t-statistic of 2.201 > 1.96 and p-value of 0.026 < 0.05. On the other hand, the t-statistics 1.047 < 1.96 and p-value 0.123 > 0.05 indicate that college students' activities did not have a significant effect on reading skills. Meanwhile, university facilities have a significant effect on English reading skill with t-statistics 2.820 > 1.96 and p-value 0.006 < 0.05. The last lecturer's activities have a significant effect on reading skills, with t-statistics of 2.257 > 1.96 and a p-value of 0.025 < 0.05.

Discussion

The Influence of the Learning Process on English Reading Skills

Based on the data analysis findings, the learning process has a significant effect on English reading skills in the Faculty of Economics, Universitas Slamet Riyadi Surakarta. This indicates that college students who are actively engaged in learning activities have better problem-solving

skills and can apply knowledge in real-world contexts. Creating an interactive learning environment is key to improving the quality of reading. Student participation in the learning process includes various methods, such as collaborative projects and group discussions. These methods not only make learning more engaging but also provide opportunities for students to share their ideas and perspectives. Providing opportunities for communicative activities beyond the confines of the classroom solidifies positive outcomes in classrooms. These activities allow college students to apply their reading comprehension skills in real-world contexts, reinforcing their practical utility. As a result, they become more motivated, engaged, reflective, and productive within the classroom environment. By implementing these strategies, educators can harness the power of the classroom to elevate student motivation, engagement, reflection, and productivity. Ultimately, learners actively participate in critical discussions, engage in the negotiation of meaning, and emerge with a deeper understanding of the reading materials. Therefore, focusing on the development of interactive and empowering learning methods is a strategic step to improve overall reading skills outcomes. This study's findings align with those of previous research conducted by Le et al. (2024) and Vajirakachorn et al. (2023); collaborative learning can enhance college students' reading motivation. High reading motivation can boost college students' self-confidence and reduce their anxiety when reading English texts, ultimately improving their reading skills.

The Influence of College Students' Activities on English Reading Skills

According to data analysis findings, college students' activities had no effect on English reading skills in the Faculty of Economics, Universitas Slamet Riyadi Surakarta. This indicates that the low attendance and negative responses to the questions posed by the lecturer are due to learn English. Although college students have made efforts to answer questions in English, many still feel anxious about their responses. Factors influencing this include fear of making mistakes, lack of understanding of the questions, or concern about being negatively evaluated by the lecturer and classmates. According to this, anxiety can hinder academic achievement in English language learning. Therefore, the role of a lecturer in creating a learning environment is essential to support, provide constructive feedback, and boost college students' confidence, thereby enhancing overall engagement and performance in learning. The interview results show that 80 percent of college students do not take the time to study in groups, whether with classmates or other communities. Only a small portion of college students participate in tutoring to enhance their English skills. When compared to the previous semester's academic results, college students who attend tutoring outside of school generally have better English achievements. In addition, they also have a higher level of confidence and motivation in reading English texts. Reading is a skill that can be significantly developed through independent practice outside of the classroom. Although lecturers and facilities can provide guidance, if students do not practice reading skills consistently, the impact of the facilities and lecturer activities becomes limited. This habit of reading independently will improve reading skills. This study findings align with those of earlier studies carried out by (Bekele & Gezahegn, 2024; Wang, 2023) show that college students activities did not significant effect on reading skills.

The Influence of University Facilities on English Reading Skills

Based on the data analysis findings, university facilities have a significant effect on English reading skills in the Faculty of Economics, Universitas Slamet Riyadi Surakarta. This indicates that universities have facilities for learning, which increases learning motivation and positively impacts college student achievement. The university library, as one of the learning resources, is optimal in providing interesting books for college students. Physical facilities such as classrooms, laboratories, libraries, as well as desks and chairs, positively contribute to academic performance. The availability of these facilities facilitates learning and increases college students' interest and motivation. The importance of university libraries as essential facilities that can enhance students'

academic achievements, with the condition that the building plays a role in supporting students' academic performance. Factors such as spacious classrooms, adequate facilities, and good interaction between the lecturer and college students in the classroom have been proven to enhance academic performance. University laboratories also play a crucial role, particularly in facilitating college students' practical work and enhancing their understanding through hands-on experience. Information and communication technology (ICT) also plays an important role in the learning process. The use of ICT enhances communication between students and teachers, facilitates distance learning, and makes it easier for students to understand the material. The findings of this study align with a previous study by Dewantara et al. (2022); Singh et al. (2022) found that university facilities have a significant effect on English reading skills.

The Influence of Lecturer Activities on English Reading Skills

Based on the results of data analysis, lecturer activities have a significant effect on English reading skills in the Faculty of Economics, Universitas Slamet Riyadi Surakarta. This indicates that the task of teaching is fundamentally to help and facilitate students in the learning process, as well as to create a conducive learning environment. The main role of the teacher is only to encourage and assist students in the process, while the success of learning largely depends on the college students' own efforts. The material provided by the lecturer to the college students has been adjusted to the objectives. The method used by the lecturer in delivering reading material can almost be said to be the same in every meeting. The lecturer asked the college students to look at the picture in the reading. Then, the lecturer asked each college student to make a sentence related to that picture. Here, the lecturer guides students to be able to make sentences with correct grammar and pronunciation. After it was deemed sufficient, the lecturer then instructed two or three college students to take turns reading the script aloud. The other college students listen to the reading while the lecturer occasionally corrects the pronunciation of words/phrases/and sentences that are read incorrectly. To determine the vocabulary possessed by the college students, the college asked the students to mention words whose meanings they did not know, and the lecturer explained the meanings of these vocabulary items one by one. The lecturer should also provide guidance on predicting the content of the reading through the available cues, such as pictures or the title and subtitles of the reading. Lecturers become the most influential external factor in fostering college students' intrinsic motivation to read and understand English texts. The results of this study are consistent with earlier research carried out by (Hennebry-Leung & Xiao, 2020; Huang, 2021) states that lecturer activities have a significant effect on English reading skills.

CONCLUSION

The results of the study, which are predicated on the conversation and data analysis, learning process, university facilities, and lecturer activities, have a significant effect on English reading skills in the Faculty of Economics, Universitas Slamet Riyadi Surakarta. Meanwhile, college students' activities had no effect on English reading skills. Notably, college students who possess prior knowledge of English are better positioned to excel in their language proficiency. On the other hand, those who actively seek knowledge tend to achieve higher academic results. The competency and effectiveness of lecturers play a crucial role in college students' language proficiency. Environmental factors, including family support and exposure to an English-speaking environment, have an impact on language learning success.

Reading skills are one of the foundations of learning English. By reading, we can answer questions or solve problems given. The good reading will also build more effective two-way communication. To get good reading, lecturers need a strategy, such as a method or media, to improve their reading skills. The implication of this research is that lecturers should be more

creative in the use of technological media in learning, which can make college students enjoy learning more and reduce their boredom, so that their concentration level does not decrease.

There are several suggestions for future research that warrant exploration. Firstly, it is suggested that investigations carried out at other universities may have different findings. Additionally, the reading skills were used in this study to evaluate the college students' English proficiency levels, so results from other English proficiency tests may vary. Secondly, the other variables should be employed, for example, motivation, cultural intelligence, and self-efficacy. Lastly, to avoid biases, the time series data should be used to estimate values at the time of the cross-section and then compared with the cross-sectional data. The time series data will show the improvement of the students while studying English.

BIBLIOGRAPHY

- Alsahafi, M. (2023). The relationship between depth of academic English vocabulary knowledge and academic success of second language university students. *SAGE Open*, 13(1), 1–9. <https://doi.org/10.1177/21582440231153342>
- Attaufiqi, A. F., Maskud, Maulana, A., Fatikh, M. A., & Firmansyah, C. (2024). Design of Contextual-Collaborative Assure-Based Learning Program Development in Improving Reading Skills and Bilingual Communication Skills of Early Childhood Children. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 5(3), Article 3. <https://doi.org/10.31538/munaddhomah.v5i3.1332>
- Bekele, D. T., & Gezahegn, G. (2024). The effects of blended learning on university students' reading comprehension. *Journal of English Language Teaching*, 13(2), 163–173. <https://doi.org/10.15294/elt.v13i2.3432>
- Clarke, B. (2025). Determinants of L2 English reading proficiency among Thai learners of English in tertiary education: A multicomponent perspective. *LEARN Journal: Language Education and Acquisition Research Network*, 18(1), 640–672. <https://doi.org/10.70730/QHPY7996>
- Curle, S., Yuksel, D., Aizawa, I., Thompson, G., & Rakhshandehroo, M. (2024). Academic success in English Medium Instruction programmes in Turkey: Exploring the effect of gender, motivation, and English language proficiency. *International Journal of Educational Research*, 123, 102288. <https://doi.org/10.1016/j.ijer.2023.102288>
- Dixon, M., & Oakhill, J. (2024). Exploring teachers teaching reading comprehension: Knowledge, behaviours and attitudes. *Education 3-13*, 52(7), 963–978. <https://doi.org/10.1080/03004279.2024.2357884>
- Hennebry-Leung, M., & Xiao, H. A. (2020). Examining the role of the learner and the teacher in language learning motivation. *Language Teaching Research*, 27(1), 30–56. <https://doi.org/10.1177/1362168820938810>
- Huang, Q. (2021). The role of English as a foreign language teachers' and learners' emotions and language achievement and success. *Frontiers in Psychology*, 12, 756853. <https://doi.org/10.3389/fpsyg.2021.756853>
- Kamaşak, R., & Sahan, K. (2023). Academic success in English medium courses: Exploring student challenges, opinions, language proficiency and L2 use. *RELC Journal*, 55(3), 705–720. <https://doi.org/10.1177/00336882231167611>
- Lailiyah, D. M. Al, & Masruroh, L. (2024). The effect of intensive reading approach on students reading comprehension. *Lingual Journal of Language and Culture*, 17(1), 21–27. <https://doi.org/10.24843/LJLC.2024.v17.i01.p03>
- Liu, H., Chen, X., & Liu, X. (2022). Factors influencing secondary school students' reading literacy: An analysis based on XGBoost and SHAP methods. *Frontiers in Psychology*, 13, 948612. <https://doi.org/10.3389/fpsyg.2022.948612>

- Monib, W. K., & Hadi, H. R. (2025). Determinant Factors Influencing English Speaking Skill among Undergraduates: Challenges and Remedial Strategies. *Acuity: Journal of English Language Pedagogy, Literature, and Culture*, 10(1), 72–85. <https://doi.org/10.35974/acuity.v10i1.3351>
- Potot, A., Kyamko, L. N., Reponte-Sereño, R. R., & Bustrillo, H. (2023). Differentiated instruction as strategy in improving reading comprehension. *Journal of English Language Teaching and Applied Linguistics*, 5(4), 113–128. <https://doi.org/10.32996/jeltal.2023.5.4.12>
- Rachmijati, T. (2024). Factors determine the success of learning reading English texts. *Jurnal Pendidikan Bahasa Inggris Undiksha*, 12(3), 342–350. <https://doi.org/10.23887/jpbi.v12i3.86062>
- Singh, M., James, P. S., Paul, H., & Bolar, K. (2022). Impact of cognitive-behavioral motivation on student engagement. *Helijon*, 8(7), e09843. <https://doi.org/10.1016/j.helijon.2022.e09843>
- Soruç, A., Yuksel, D., Horzum, B., McKinley, J., & Rose, H. (2024). Linguistic and non-linguistic factors impacting EMI academic success: A longitudinal study. *Higher Education*, 88(5), 1947–1968. <https://doi.org/10.1007/s10734-024-01195-0>
- Vajirakachorn, P., Ratasuk, A., & Anuwong, K. (2023). Determinants of English language proficiency: A multifaceted Analysis. *Emerging Science Journal*, 7, 264–278. <https://doi.org/10.28991/ESJ-2023-SIED2-020>
- Wang, Y. (2023). Enhancing English reading skills and self-regulated learning through online collaborative flipped classroom: A comparative study. *Frontiers in Psychology*, 14, 1255389. <https://doi.org/10.3389/fpsyg.2023.1255389>
- Wang, Y., Yasmin, F., & Akbar, A. (2023). Impact of the internet on English language learning among university students: Mediating role of academic self-efficacy. *Frontiers in Psychology*, 14, 1–12. <https://doi.org/10.3389/fpsyg.2023.1184185>
- Xu, W. (2025). Personality, intelligence, and second language learning success: A systematic review. *Behavioral Sciences*, 15(4), 1–17. <https://doi.org/10.3390/bs15040428>
- Zhou, Q., & Zhang, H. (2025). Flipped classroom teaching and ARCS motivation model: Impact on college students' deep learning. *Education Sciences*, 15(4), 1–24. <https://doi.org/10.3390/educsci15040517>