



Unpacking Academic Predictors of English Proficiency in Indonesian Higher Education

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Abstract

This study aims to investigate whether students' cumulative Grade Point Average can serve as a predictor of their English proficiency as measured by an institutional English test. The research addresses the broader question of how general academic achievement relates to language competence in higher education settings. Employing a quantitative correlational design, data were collected from 115 undergraduate students who had both an officially recorded Grade Point Average and an institutional English proficiency score. Pearson's product-moment correlation and simple linear regression analyses were used to examine the relationship and predictive strength between the two variables. The findings reveal a moderate and positive correlation ($r = 0.55$, $p < 0.001$), indicating that students with higher academic performance tend to achieve better results on the English proficiency test. The regression model was significant, explaining 30.3 percent of the variance in English scores ($F = 49.03$, $p < 0.001$). The resulting equation confirms that general academic achievement is a meaningful predictor of language performance. These results highlight the potential use of Grade Point Average as one indicator of readiness for English proficiency benchmarks in higher education. The study also suggests that other factors, such as language exposure, motivation, and learning strategies, may contribute to unexplained variance and should be explored in future research.

Keywords: English Proficiency; Grade Point Average; Indonesian Higher Education; Regression; Test Scores

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1. Introduction

English proficiency has become one of the most essential academic competencies in higher education across the world (Akbarzadeh & Fatemipour, 2014). In Indonesia, the ability to communicate effectively in English is not only considered an academic requirement but also a vital skill for employability, international collaboration, and lifelong learning (Hidayat, 2024; Rido, 2020). English proficiency is commonly assessed through standardized tests that measure listening, structure, and reading skills. Many universities in Indonesia use institutional English proficiency tests as prerequisites for graduation, scholarship applications, or study-abroad programs. These assessments provide an objective indicator of students' mastery of the language, helping universities monitor and improve the quality of English education within



their institutions (Wahyuni et al., 2022). Similarly, in other Asian contexts such as Japan and China, institutional English proficiency tests are widely implemented as standardized benchmarks for academic progression and internationalization efforts. In Japanese universities, in-house or nationally recognized English tests are commonly used to assess students' readiness for graduation and participation in global programs, reflecting universities' commitments to international competitiveness (Goli, 2023). Likewise, many Chinese universities require institutional or standardized English proficiency assessments to evaluate students' academic language competence and to align English education with national quality assurance and global engagement goals, underscoring the shared regional reliance on English proficiency testing as a mechanism for monitoring and enhancing educational quality (Sang, 2023). Meanwhile, the Grade Point Average represents a cumulative measure of a student's academic performance across all courses taken during the study period. It serves as an institutional benchmark that summarizes a student's intellectual achievement, effort, and consistency in learning. The Grade Point Average reflects not only mastery of course content but also academic discipline, learning strategies, and perseverance (Muloin et al., 2024). Therefore, it is often used as a criterion for honors, scholarships, and employment selection. Within the Indonesian higher education system, where student achievement is reported in a numerical range from 0.00 to 4.00, the Grade Point Average plays a central role in determining academic standing.

Despite the central importance of both English proficiency and academic performance, few studies in Indonesia have empirically examined the relationship between these two variables. Institutional practices often assume that students who excel academically will also demonstrate stronger English skills. This assumption stems from the belief that successful learners possess effective study habits, cognitive abilities, and self-regulated learning behaviors that support both general academic achievement and language learning (Ismajli, 2024; Izatullah et al., 2022; Zorlu & Ünver, 2022). However, such assumptions have rarely been tested using empirical data drawn from local contexts, especially in universities where English is taught as a foreign language rather than as a medium of instruction.

The increasing demand for English proficiency in academic and professional contexts has intensified the need to understand factors influencing students' performance on English proficiency tests (Vajirakachorn et al., 2023). Indonesia's Ministry of Education, Culture, Research, and Technology has encouraged universities to integrate English proficiency benchmarks into their curriculum and assessment policies. In response, many universities have introduced internal or institutional English tests modeled after international standards to evaluate students' readiness for global engagement (Tight, 2022). While these efforts reflect strong institutional commitment, the challenge lies in identifying early indicators that can help educators and administrators predict students' potential performance in English proficiency tests. If Grade Point Average could serve as a reliable predictor, universities would have a valuable diagnostic tool to identify students at risk of underperforming in English. This



information could support early intervention programs, targeted language instruction, and more efficient resource allocation.

Understanding the correlation between academic achievement and English proficiency contributes to the theoretical understanding of learning processes in multilingual environments. Early studies consistently reported that higher levels of English proficiency were positively associated with students' academic achievement, particularly in contexts where English functions as a medium of instruction or a key academic skill. Emphasizing this correlation is important because it highlights English proficiency as a foundational factor influencing students' comprehension, engagement, and overall academic success in multilingual learning environments (Azkiyah, 2023; Ghenghesh, 2014; Waluyo & Panmei, 2021). Academic success and language acquisition are both influenced by cognitive, motivational, and environmental factors (Kostromitina et al., 2025). For example, students who are disciplined, organized, and motivated to excel academically may apply similar strategies when learning English. On the other hand, English proficiency may also influence students' performance in other courses, particularly those that require reading comprehension, academic writing, and presentation skills. Therefore, the relationship between Grade Point Average and English proficiency is likely reciprocal rather than one-directional. The relationship between academic achievement and language proficiency has been explored from various theoretical perspectives. From a cognitive standpoint, language learning requires general intellectual abilities such as memory, attention, and analytical reasoning, all of which also contribute to academic success (Amzil, 2022). Students who can process and retain information efficiently tend to perform better both in subject-specific learning and in second-language acquisition.

Empirical studies from other contexts have found positive correlations between academic performance and English proficiency. For instance, research in East Asian and Middle Eastern universities has shown that students with higher Grade Point Averages tend to obtain higher English test scores (Mohamed Ali Hamade et al., 2024). This pattern suggests that general academic competence supports language learning, possibly because successful learners use effective cognitive and metacognitive strategies across domains. Nevertheless, the magnitude of this relationship varies widely across settings, depending on language exposure, curriculum quality, and students' prior experiences with English (V et al., 2024).

In Indonesia, English is taught as a foreign language starting from primary or secondary school, and students' exposure to authentic English use outside the classroom remains limited. Consequently, their English proficiency levels upon entering university vary significantly. Investigating the link between Grade Point Average and English proficiency in this context can provide insights into how general learning competence translates into language learning success under conditions of limited exposure. Although the assumption that academic achievement correlates with language proficiency is widely accepted, local empirical data to support this claim are scarce. Previous studies in Indonesia have often focused on specific English skills such as speaking or writing rather than general proficiency (Dewi & Muslim, 2024; Ibhara et al., 2025). The direct statistical relationship between Grade Point Average and



institutional English proficiency test scores has not been adequately documented in many Indonesian universities. Furthermore, the limited studies that do exist often use small samples or lack statistical rigor, making it difficult to generalize findings. There is also a need for replication studies that examine this relationship across different institutions, disciplines, and academic levels. Conducting a focused quantitative analysis using correlational and regression techniques provides a systematic way to quantify the strength of association between Grade Point Average and English proficiency.

Understanding whether Grade Point Average predicts English proficiency has both theoretical and practical importance. Theoretically, the study contributes to the growing literature on the relationship between cognitive academic competence and second-language acquisition. It provides empirical evidence from a non-English-speaking context, offering insights into how general learning outcomes relate to language test performance. Practically, the findings can inform institutional policies and pedagogical practices. If a significant relationship is confirmed, universities may consider integrating academic performance indicators into their language development programs. Students with lower Grade Point Averages could receive additional English support earlier in their academic journey, thereby improving graduation rates and employability (Sandoval & Fritzner, 2025; Thorpe et al., 2017; Waluyo & Panmei, 2021). Conversely, if the relationship is weak, it would suggest that English proficiency depends on distinct skills or experiences that are not captured by academic grades. This outcome would emphasize the importance of targeted language instruction and co-curricular exposure to English. Additionally, exploring this relationship helps address the broader issue of fairness in academic evaluation. Universities that use English proficiency tests as graduation requirements must ensure that these assessments do not unfairly disadvantage students who may have strong academic potential but limited language exposure. Evidence-based understanding of the relationship between academic performance and language proficiency can thus support more equitable assessment policies (Kithinji & OHirsi, 2022).

The Indonesian higher education landscape presents unique challenges and opportunities for English learning (Ali et al., 2025). Although English is not used as a medium of instruction in most programs, it is widely recognized as an essential skill for accessing global knowledge and employment opportunities (Ratan, 2023). Many universities have adopted the Test of English as a Foreign Language (TOEFL) to assess students' readiness for international engagement. At the same time, the diversity of students' educational backgrounds means that English proficiency levels upon admission vary greatly. Some students come from schools with strong English programs, while others have had minimal exposure. Consequently, universities often face difficulties ensuring that all graduates meet required English proficiency standards (Rionaldi & Saputra, 2023). Understanding how Grade Point Average relates to English test performance within this varied population helps institutions identify patterns that can inform curriculum development and student support.

Although both Grade Point Average and English proficiency are widely recognized as core indicators of student achievement, the precise nature and strength of their relationship



remain insufficiently understood within Indonesian higher education (Rosser, 2023). The absence of empirical evidence leaves educators and policymakers without a reliable basis (Gorard, 2020) for determining whether general academic performance can serve as a meaningful predictor of English language proficiency. This uncertainty, in turn, complicates institutional decision-making processes related to student admission, graduation requirements, and the design of academic support systems. To address this gap, the present study investigates the extent to which students' Grade Point Average correlates with and predicts their English proficiency test performance. Specifically, it seeks to quantify both the direction and magnitude of this relationship through statistical analysis, thereby providing descriptive and inferential insights into the degree of association between academic achievement and language competence. The primary objectives are twofold: (1) to determine the strength and nature of the correlation between students' Grade Point Average and their English proficiency test scores, and (2) to assess the predictive power of Grade Point Average in estimating English proficiency outcomes using simple linear regression analysis.

This investigation focuses on undergraduate students from an Indonesian university who possess valid academic records and institutional English proficiency test scores. Employing a quantitative design, the study deliberately confines its analysis to two central variables. Nevertheless, this focus inevitably excludes other potentially influential factors such as socioeconomic background, learning motivation, and exposure to English beyond the classroom. Consequently, the findings should be interpreted with an awareness of these contextual limitations, and future research is encouraged to incorporate additional variables to develop a more comprehensive model of English learning success. The outcomes of this study are expected to make several meaningful contributions to the fields of educational assessment and English language learning. First, the study offers empirical evidence derived from the Indonesian context, where English functions as a foreign language and institutional testing plays a critical role in academic evaluation. Second, it bridges the existing gap between research on academic performance and language proficiency by statistically linking two prominent indicators of student success. Third, it provides practical implications for higher education institutions aiming to enhance the alignment between curricular learning outcomes and language requirements (Devi, 2023). Moreover, the findings may serve as a valuable reference for multiple stakeholders. For educators, they can inform the design of remedial and enrichment programs tailored to students' linguistic and academic profiles. For administrators, the results can guide evidence-based policymaking in areas such as curriculum development, academic advising, and resource allocation. For students, the study offers insights into how their general academic performance may reflect and influence their English learning progress. By empirically illuminating the predictive relationship between Grade Point Average and English proficiency, this study reinforces the interconnectedness of cognitive academic competence and language skills, underscoring their combined importance in achieving holistic educational success within Indonesian higher education. Accordingly, this study is guided by the following research questions:



1. Is there a significant correlation between students' Grade Point Average and their English proficiency?
2. To what extent can Grade Point Average predict students' English proficiency?

2. Method

This study employed a quantitative correlational design with a predictive analytical approach to examine the relationship between students' Grade Point Average and their English proficiency test scores, as well as to determine whether academic performance could serve as a predictor of language proficiency. The correlational method was deemed appropriate because the variables were naturally occurring and could not be manipulated experimentally (Simonton, 2024), allowing for an objective statistical estimation of their association. The research was conducted at English Study Program, Universitas Mahasaraswati Denpasar in Indonesia and involved 115 undergraduate students who met specific inclusion criteria: completion of all semesters of study, possession of a verified cumulative Grade Point Average, and a valid institutional English proficiency test score obtained during the same academic period. Students with incomplete records or who had not taken the institutional test were excluded from the sample.

Data were collected from official university databases, including the academic affairs office for Grade Point Average records and the language center for English proficiency results. The Grade Point Average was measured on a four-point scale (0.00–4.00) following national higher education standards, while the English proficiency test used in this research is TOEFL ITP, modeled after the structure of international examinations, consisted of listening comprehension, structure and written expression, and reading comprehension components, yielding total scores ranging from 310 to 677. Both measures were validated institutional instruments. The English proficiency test employed in this study, TOEFL ITP, is a standardized assessment developed by Educational Testing Service (ETS) and has been widely documented to demonstrate high reliability and strong content and construct validity for measuring academic English proficiency. Previous technical reports and empirical studies have consistently shown that TOEFL ITP yields reliable scores (0.41) across its listening, structure and written expression, and reading comprehension components (Liskinasih, 2017; Taufiq et al., 2018). The Grade Point Average (GPA), obtained from official academic records, represents a standardized and institutionally validated indicator of students' overall academic achievement. Data collection involved collaboration with relevant university offices to obtain anonymized records, which were verified for completeness, accuracy, and consistency before analysis.

All analyses were conducted using JASP Statistics version 0.95, beginning with descriptive statistics to summarize the distribution of each variable, followed by Pearson's product-moment correlation to assess the strength and direction of their relationship, and a simple linear regression to test the predictive effect of Grade Point Average on English

proficiency scores (Simonton, 2024). The regression model produced the correlation coefficient (R), coefficient of determination (R^2), standard error of estimate, and ANOVA F-test to evaluate the model's significance, with a significance level set at $p < 0.05$. All data were fully anonymized to protect participants' confidentiality. No personally identifiable information was collected or stored, and the research followed principles of transparency, beneficence, and academic integrity. Through this systematic design, standardized instruments, and rigorous analysis, the study ensured methodological reliability, validity, and ethical compliance in investigating the predictive relationship between academic performance and English proficiency within the Indonesian higher education context (Okorie et al., 2024).

3. Findings

Table 1 presents the descriptive statistics for the two variables used in this study: Grade Point Average and English proficiency scores. For English proficiency, the sample of 115 students achieved a mean score of 445.51 with a standard deviation of 48.06 and a standard error of 4.481, indicating moderate variability in test performance across participants. The Grade Point Average values, also based on 115 students, showed a mean of 3.766 with a standard deviation of 0.209 and a standard error of 0.020, reflecting generally high and consistent academic performance within the sample.

Table 1. Descriptive Statistics for Grade Point Average and English Proficiency

	N	Mean	SD	SE
TOEFL SCORE	115	445.513	48.058	4.481
GPA	115	3.766	0.209	0.020

To address the first research objective, which aimed to determine the strength and nature of the association between Grade Point Average and English proficiency scores, a Pearson product-moment correlation analysis was conducted. As shown in Table 2, there was a positive, moderate, and statistically significant correlation between the two variables ($r = 0.55$, $p < 0.001$). No negative or zero correlations were observed, nor were there any anomalous data patterns that suggested an inverse or inconsistent relationship.

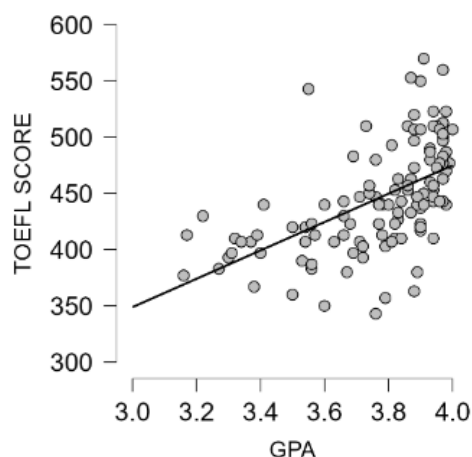
Table 2. Pearson Correlation Between Grade Point Average and English Proficiency

	n	Pearson's r	p
GPA TOEFL SCORE	115	0.550***	<.001

* $p < .05$, ** $p < .01$, *** $p < .001$

A scatter plot illustrating the distribution of the data is presented in Figure 1. The plot demonstrates the clustering of English proficiency scores at varying levels of Grade Point Average and includes a fitted regression line that visually represents the direction of the relationship. No outliers with extreme values were detected, although some students with similar Grade Point Averages displayed noticeably different English proficiency scores.

Figure 1. Scatter Plot of Grade Point Average and TOEFL Scores



To address the second research objective, a simple linear regression analysis was performed to examine whether Grade Point Average could predict English proficiency test scores. As shown in Table 3, the regression model summary for predicting English proficiency scores from students' Grade Point Average. The initial model (M_0), which included no predictors, produced no explanatory power ($R = 0.000$, $R^2 = 0.000$) and showed a prediction error of 48.06. When Grade Point Average was added to the model (M_1), the results improved substantially. The predictor model demonstrated a moderate positive relationship ($R = 0.550$) and explained 30.3% of the variance in English proficiency scores ($R^2 = 0.303$), with an adjusted R^2 of 0.296, indicating good model stability. The root mean square error (RMSE) decreased to 40.31, suggesting more accurate prediction compared to the null model. The R^2 change of 0.303, with $df_1 = 1$ and $df_2 = 113$, was statistically significant ($p < .001$), confirming that Grade Point Average contributed meaningfully to the prediction of English proficiency scores.

Table 3. Regression Model Summary

Model	R	R^2	Adjusted R^2	RMSE	R^2 Change	df1	df2	p
M_0	0.000	0.000	0.000	48.06	0.000	0	114	
M_1	0.550	0.303	0.296	40.31	0.303	1	113	< .001

Note: M_1 includes GPA

After establishing the significance and strength of the regression model in Table 3, the corresponding coefficient values in Table 4 further clarify how Grade Point Average contributes to predicting English proficiency scores. Table 4 presents the regression coefficients for the model predicting English proficiency scores from Grade Point Average. In the null model (M_0), which includes only the intercept, the constant value was 445.51 with a standard error of 4.481 and was statistically significant ($t = 99.414$, $p < .001$), indicating that the mean English proficiency score without any predictors was 445.51. In the predictor model (M_1), the intercept value changed to -29.77 , though this value was not statistically significant ($p = .662$), with a 95% confidence interval ranging from -164.44 to 104.9 . The Grade Point Average emerged as a significant predictor in the model, with an unstandardized coefficient of 126.20 ($SE = 18.023$), a standardized coefficient of 0.550 , and a statistically significant t -value of 7.002 ($p < .001$). The 95% confidence interval for this coefficient ranged from 90.50 to 161.9 , indicating that increases in Grade Point Average were consistently associated with higher predicted English proficiency scores.

Table 4. Coefficients

Model	Predictor	Unstandardized	Standard Error	Standardized	t	p	95% CI	
							Lower	Upper
M_0	(Intercept)	445.51	4.481	—	99.414	< .001	436.64	454.4
M_1	(Intercept)	-29.77	67.977	—	-0.438	.662	-164.44	104.9
	GPA	126.20	18.023	0.550	7.002	< .001	90.50	161.9

In addition to the model summary and regression coefficients, the overall significance of the regression model was evaluated using an ANOVA test. As shown in Table 5, the analysis confirms that the model including Grade Point Average provides a statistically significant improvement in predicting English proficiency scores. The regression sum of squares was 79,676 with 1 degree of freedom, while the residual sum of squares was 183,612 with 113 degrees of freedom, yielding a total sum of squares of 263,289. The resulting F -value of 49.03 was statistically significant ($p < .001$), indicating that the model as a whole explains a significant proportion of the variance in English proficiency scores beyond what would be expected by chance. This ANOVA result is consistent with the model summary and the previously reported significant regression coefficient, reinforcing that Grade Point Average meaningfully contributes to predicting English proficiency in this sample.



Table 5. ANOVA Table for Linear Regression Model

Model	Source	Sum of Squares	df	Mean Square	<i>F</i>	<i>p</i>
<i>M</i> ₁	Regression	79,676	1	79,676	49.03	< .001
	Residual	183,612	113	1,625	—	—
	Total	263,289	114	—	—	—

Note: *M*₁ includes GPA.

Note: The intercept model is omitted, as no meaningful information can be shown.

No unexpected anomalies were found in the regression results. All statistical outputs aligned with the expected range for predictors of continuous variables in linear models. All findings reported above directly address the research questions and constitute the complete set of results for the present study.

The findings indicate a statistically significant and positive relationship between students' Grade Point Average (GPA) and their English proficiency test scores. Correlation analysis revealed a moderate association, showing that higher academic achievement was generally accompanied by stronger English proficiency. Regression analysis further demonstrated that GPA was a significant predictor of English proficiency, explaining approximately 30% of the variance in test scores. These results suggest that while academic performance plays an important role in English proficiency, other factors beyond GPA also contribute substantially to students' language outcomes.

4. Discussion

This study examined the relationship between students' Grade Point Average and their English proficiency test scores and assessed whether cumulative academic performance can serve as a predictor of English language achievement in an Indonesian higher education context. The results revealed a moderate, positive, and statistically significant correlation between the two variables, and the regression model confirmed that Grade Point Average accounted for approximately one-third of the variance in English proficiency test scores. These findings provide important insights into the ways general academic attainment and language proficiency interact among university students.

The first key finding is a moderate, positive correlation, which indicates that students with stronger academic performance tend to perform better on English proficiency assessments. This aligns with prior research emphasizing that academically successful students typically demonstrate higher levels of linguistic competence due to consistent study habits, cognitive discipline, and stronger self-regulation strategies (Qizi, 2024). Malahayati et al (2025) similarly found that students with higher cumulative academic achievement were more likely to attain stronger results in academic English tasks, suggesting that the relationship is



not context-specific but rather stable across multiple educational environments in Southeast Asia. In Indonesia, where English is taught as a foreign language, the relationship between academic achievement and English proficiency often emerges due to the cumulative influence of learning strategies, metacognitive awareness, and exposure to structured learning environments.

The strength of the relationship observed in this study is consistent with findings by Bucay and Rosil (2024), who reported that academic standing was a significant correlate of English proficiency among Indonesian EFL learners. These similarities underscore the possibility that broader cognitive and motivational factors contribute simultaneously to academic success and language learning. Students who maintain higher academic performance are often characterized by disciplined study routines, goal-oriented learning behavior, and effective time management. However, some studies report weaker or more complex associations than those found here. For example, Barkaoui (2024) identified only a slight correlation between academic grades and English proficiency among early-semester university students. They attributed this weaker association to students' transitional stage from secondary to tertiary education, during which academic and linguistic competencies may still be unevenly developed. This discrepancy suggests that the strength of the relationship between academic achievement and English proficiency may vary depending on students' academic level, maturity, and exposure to university learning environments. The current study's participants were completing their final semesters, which likely contributed to the stronger correlation observed here, as their academic outcomes reflect long-term engagement with university coursework.

Similarly, Rahmanu and Molnár (2024) found that English proficiency among tertiary learners was strongly influenced by out-of-school exposure, such as digital engagement with English-language media, online communication practices, and participation in immersive technology-based environments. Their research suggests that external language exposure may mediate or even overshadow the influence of academic performance on English proficiency. The present study did not measure external exposure to English, which may explain why, despite a significant regression model, Grade Point Average accounted for only about one-third of the variance in English test scores. This reinforces the understanding that English proficiency is shaped by a complex interplay of academic, sociocultural, and experiential factors. Motivational and affective variables also play crucial roles in shaping English learning outcomes. Research by Istikaroh and Utami (2024) demonstrated that motivation, learning strategies, and self-efficacy significantly influenced English proficiency and that these variables often operated independently of academic performance. Similarly, Meng et al (2024) highlighted the importance of out-of-class English exposure in enhancing proficiency among Indonesian university students. These findings support the conclusion that although Grade Point Average is an important predictor, English proficiency remains a multifaceted construct influenced by a variety of cognitive, affective, and contextual dimensions.

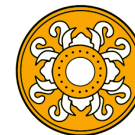


While the results of this study offer valuable insight into the relationship between academic achievement and English proficiency, several limitations should be acknowledged. First, the analysis included only two variables: Grade Point Average as the predictor and English proficiency as the outcome. Important mediating or moderating variables were not considered. Future research incorporating these variables may yield a more comprehensive model of language learning success. Second, the sample was drawn from a single private university in Indonesia, limiting generalizability to other regions or institutional types, such as public universities or vocational institutions where students may differ in academic preparation and English exposure. Third, the English proficiency test used in this study was an institutional assessment; although standardized internally, its structure and difficulty level may differ from internationally recognized tests, which may affect comparability with studies using broader assessment tools. Longitudinal designs would also be beneficial in capturing how the relationship between academic achievement and English proficiency evolves throughout students' educational trajectories.

Despite these limitations, the findings have meaningful implications for educational practice and policy. The moderate predictive power of Grade Point Average suggests that it may be used as one early indicator to identify students who may need additional language support. Academic advisors could use cumulative academic records as part of a screening mechanism to determine which students are at greater risk of underperforming in English proficiency assessments. Language instructors may also design targeted enrichment or remedial programs based on students' academic profiles, ensuring more equitable access to English language resources. Institutions may consider integrating academic and linguistic monitoring systems so that students' academic strengths and weaknesses can be identified earlier and addressed in a coordinated manner. Furthermore, the results underscore the importance of supporting English language learning not only through formal instruction but also through increased exposure to English outside the classroom. Universities may introduce extracurricular activities such as English clubs, digital immersion programs, conversation circles, and online collaborative learning environments to enrich students' language experiences. Broader access to English-mediated academic materials may also support both academic and linguistic development simultaneously.

5. Conclusion and Suggestion

This study demonstrated that students' Grade Point Average is a significant predictor of their English proficiency, revealing a moderate and positive correlation in which higher academic achievement corresponds with stronger performance on institutional English proficiency tests. The regression analysis further showed that Grade Point Average explains a meaningful portion of the variance in students' language outcomes, suggesting that academic competence, study habits, and self-regulated learning may contribute to both general academic success and English language development. At the same time, the finding that a substantial amount of variance remains unexplained highlights the complex, multifaceted nature of language learning, which is also shaped by factors such as motivation, exposure, instructional



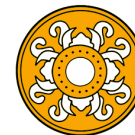
quality, and individual learner differences. These results carry practical implications for higher education institutions, particularly in identifying students who may need early language support and in designing integrated academic and linguistic intervention strategies. Nevertheless, the study's scope suggests the need for future research incorporating broader samples and additional predictors to refine and deepen understanding of the academic–linguistic relationship in Indonesian university contexts. Overall, this study contributes valuable empirical evidence to the field by underscoring the interconnectedness of academic performance and English proficiency and by offering insights that can inform more targeted and data-driven educational policies and practices.

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