CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher presents the conclusions and suggestions drawn from the research. After outlining the conclusion, the research proposes suggestions for the research findings.

5.1 Conclusions

Following the previous chapter on findings and discussion, the conclusion can be drawn into two parts based on the research questions.

5.1.1 The Correlation between English Language Proficiency and Academic Achievement

Based on the first research question related to the correlation between English language proficiency and academic achievement, the findings indicated that there was a moderate positive correlation between English language proficiency and academic achievement for this group of students, as evidenced by a Sig (2-tailed) value of 0.042, which below the 0.05 threshold for significance. This result suggested that English language proficiency was a good predictor of academic success among the surveyed students. Also, this prove the Achievement Goal Theory by (Struck Jannini et al., 2024) who stated that students' achievement was influenced by their competence and ability. Furthermore, these findings aligned with (Ghenghesh, 2015), who similarly

found significant but moderate positive relation between the students' proficiency in English and their overall academic success.

5.1.2 The Direction of the Correlation between English Language Proficiency and Academic Achievement

Among the international students studied, the results showed a positive correlation between academic achievements and English proficiency. A moderate positive relationship was indicated from these two variables. This meant that as English proficiency increased, academic achievement tended to increases. Through discussions with students, a key factor emerged: inconsistency in the language of instruction. Although international students were enrolled in international programs as being conducted in English, they reported that many lectures were actually delivered in Indonesian. The confessions were retrieved by students from Yaman and Sudan when they just finished the test. This language inconsistency posed significant challenges for these students, as it often limited their ability to fully comprehend the course material and actively participate in class discussions. This inconsistency in language use not only affected students' understanding but also added to their workload, as they had to compensate for missed or misunderstood information.

5.2 Suggestions

After reflecting on the findings obtained during the research phase, several recommendations from this research have emerged, which can be utilized for future improvements. These recommendations are detailed as follows:

5.2.1 For University

It is recommended that universities focus on enhancing English language support services for international students. This could include language workshops, individualized tutoring, and integration of language development activities into the curriculum. Additionally, universities should consider implementing more robust language proficiency assessments during admissions and provide targeted support for students who may need additional assistance in English. Such interventions could help improve not only students' language skills but also their overall academic performance, particularly in subjects where English proficiency plays a key role.

5.2.2 For Lecturer

Lecturers should strive to maintain English as the primary language of instruction in international programs, as this aligns with the expectations of international students and helps them better understand and engage with course content. When consistent English use is maintained, students are more likely to feel included and confident in their academic environment. In cases where Indonesian is necessary for explanation, lecturers should supplement these explanations with English summaries to ensure that all students, including non-

native Indonesian speakers, can follow along. The degree of the influence may depend on how English is used within the academic context where students are immersed. Encouraging students to utilize these methods can help bridge language gaps, improve their comprehension and academic skills, and ultimately enhance their performance in English-speaking academic settings. By implementing these strategies, lecturers can create a more inclusive and supportive learning environment that addresses the language needs of international students, enabling them to thrive academically.

5.2.3 For Students

Students should make an effort to actively participate in class discussions, even when the language of instruction is inconsistent. Practicing English in academic contexts can improve language skills and overall understanding of course material. If students encounter difficulties in understanding the material, they should feel encouraged to ask questions, either during lectures or in private with the lecturer. Clarifying terms or concepts in English can bridge any gaps in comprehension. Hopefully the students can maintain consistent self-study habits such as reviewing lecture materials, reading academic texts, and practicing writing in English so that can reinforce language skills and improves academic performance.

5.2.4 For Future Researchers

There is potential further development in this research. As a first and the opening research in this university, there are many factors that could be explored in future research. For future researchers exploring the relationship between language proficiency and academic achievement among international students, it is recommended to consider expanding the scope of the study by including a larger and more diverse sample of students from various disciplines and degrees. Researchers could also explore additional factors that may influence this relationship, such as cultural differences, teaching methodologies, and students' previous language learning experiences. Incorporating both qualitative and quantitative data can provide a more comprehensive understanding of the challenges faced by international students. Therefore, the researcher hoped that there will be new insights into the correlation between English language proficiency and academic achievement of the international students in the future.