

# International Journal of English Language & Translation Studies

ISSN: 2308-5460



## The Relationship between ESL Matriculation Students' Malaysian University English Test (MUET) Results and their Academic Achievement

[PP: 11-18]

**Saratha K. Krishnan**  
(Corresponding Author)

Perlis Matriculation College, Malaysia

**Aizan Yaacob**

School of Education and Modern Languages, Universiti Utara Malaysia  
Malaysia

**Arsaythamby Veloo**

School of Education and Modern Languages, Universiti Utara Malaysia  
Malaysia

### ABSTRACT

This study attempts to investigate whether MUET results can be used as a predictor of accounting and science stream students' overall academic performance of matriculation program. This prediction will prove further whether MUET result is valid to be used as a measurement for placement in public universities. Data were analysed at three stages using SPSS version 22.0. Firstly, MUET test scores were explained descriptively for the minimum and maximum scores. Then, to identify the relationship, overall MUET scores and its individual components' scores were correlated with students' Cumulative Grade Point Average (CGPA). Then, multiple regression analysis was carried out to investigate whether MUET overall scores and its components can be used to predict students' academic achievements. The results of multiple regression analysis show that, overall MUET score and reading component can be used to predict for both accounting and science stream students' academic success. Besides, findings also indicated that writing component was a significant predictor for science stream students' CGPA. The findings provide further validation of using MUET as one of the measurement for admission of prospective students to local universities in Malaysia. The results also would be able to guide English language educators to enhance students to improve their language proficiency. This would indirectly influence their overall academic achievements.

Cumulative Grade Point Average (CGPA). Then, multiple regression analysis was carried out to investigate whether MUET overall scores and its components can be used to predict students' academic achievements. The results of multiple regression analysis show that, overall MUET score and reading component can be used to predict for both accounting and science stream students' academic success. Besides, findings also indicated that writing component was a significant predictor for science stream students' CGPA. The findings provide further validation of using MUET as one of the measurement for admission of prospective students to local universities in Malaysia. The results also would be able to guide English language educators to enhance students to improve their language proficiency. This would indirectly influence their overall academic achievements.

**Keywords:** MUET, CGPA, English Language Proficiency, Academic Achievement, Matriculation

ARTICLE INFO	The paper received on	Reviewed on	Accepted after revisions on
	09/05/2019	12/06/2019	23/08/2019

### Suggested citation:

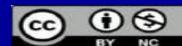
Krishnan, S., Yaacob, A. & Veloo, A. (2019). The Relationship between ESL Matriculation Students' Malaysian University English Test (MUET) Results and their Academic Achievement. *International Journal of English Language & Translation Studies*, 7(3), 11-18.

### 1. Introduction

Internationally, English language in current context is one of the widely used languages for many purposes. Rea-Dickins and Scott (2007) also agreed that mastering English language is compulsory due to the increase use of English language especially in the area of science and technology. English is being used particularly as a medium of communication for many purposes though it may not be the official language of many countries. Thus, English language competency undeniably is also inevitable for those who wish to pursue knowledge in this borderless world particularly in academic context which is in tertiary level. Therefore, English is taught at

all levels of academic institutions because of its importance.

Similarly, in Malaysian academic context, English language is used as a medium of communication at tertiary level (Gill, 2005). Students in Malaysian higher learning divisions are also expected to be near-native in reading skill to read academic reading texts for particular fields (Ponniah & Tay, 1992). In addition to that, Kaur and Nordin (2006) also agreed that students' language proficiency level does set some standard of enabling pre-degree students to qualify for their choice of degree programme. Students' language proficiency will commonly be evaluated through tests and examinations.



In any educational framework it is a norm that tests will be used to assess students' performances (Yusup, 2012). In terms of Malaysian academic setting, students' performances will be measured through a series of standardized examinations nationwide which will be observed during their primary and secondary schooling. Overall performance of students was inferred from national standardized examinations like Penilaian Menengah Rendah (PMR or Lower Secondary Evaluation), Sijil Pelajaran Malaysia (SPM or Malaysian Certificate of Education) and Sijil Tinggi Pelajaran Malaysia (STPM or Malaysian Higher School Certificate Examination) by parents, teachers and stake holders. The tests results will be used for many purposes in our educational situations. For instance, students who obtained top results in SPM will have the benefit of applying to study at matriculation colleges. Matriculation College is a place where students who have completed SPM would prepare themselves to study degree courses in both local and overseas universities. In addition to that, matriculation students are also obligatory to sit for a predetermined English Exam (MUET) as a requirement for their admission in public universities. Some of the predetermined English tests that are being used for acceptance of admission internationally are IELTS (International English Language Testing System), TOEFL (The Test of English as a Foreign Language) and ESOL exams (English for Speakers of Other Languages). Hence, there is a great need to investigate whether the tests that are used to evaluate learners' language proficiency influences their overall academic achievements as it is used as a tool of measurements.

Table 1 shows MUET format and weighting from highest Band 6 to the lowest Band 1. MUET comprises of four papers: Listening (code 800/1), Reading (Code 800/3), Speaking (Code 800/2) and Writing (800/4). The Listening Paper was given weightage of 15% similar with The Speaking Paper. Time allocated for both papers were 30 minutes. Reading paper was given the highest weightage of 40% from overall percentage.

*Table 1: MUET format and weighting*

Component	Time Allocation	Code	Raw Score	Actual Score (%)
Listening	30 minutes	800/1	45	15
Speaking	30 minutes	800/2	45	15
Reading	90 minutes	800/3	120	40
Writing	90 minutes	800/4	90	30
<b>Total</b>			300	100

## 2. Literature Review

English language is given extensive emphasis in academic setting where its importance can be seen clearly especially in teacher training colleges and matriculation colleges. Matriculation English lecturers are not only assisting students to enhance their English language proficiency but also preparing them to sit for MUET examination. MUET is used extensively to determine future tertiary students' English language proficiency. Rethinasamy and Chuah (2011) stated in their article that MUET syllabus seeks to consolidate and develop students' English language capability to perform efficiently at tertiary level. It should not have forgotten that in Malaysia, MUET examination will not only qualifies students to apply for Degree courses but also displays students' language performance level. Lee (2004) also stated that MUET is a mandatory requirement for a placement at public universities in Malaysia. Most universities set certain criteria of MUET band for its admission. For example, to get an admission in Engineering, Dentistry, Medicine and Law faculties students must attain a good band in MUET. In University Malaya, students aspiring to pursue Bachelor of Law and Bachelor of TESL need to pass with at least Band 4 or equivalent. MUET being a criterion-referenced test MUET needs more evidence that it can correlates with students' overall academic achievements.

Several studies have been conducted to examine students' academic performance level and English proficiency. Some studies showed positive results. For example, He, et al. (2015) found that there are significant correlations between academic performance in many subjects and students' English test scores for the entrance examination. Their study was on Faculty of Medicine of Juntendo University's students who took the general entrance examination in Japan. Another study carried out by Martirosyan, Hwang and Wanjohi (2015) in north central Louisiana in the United States examined the

effect of English language proficiency on the academic performance of international students who enrolled in a four-year university. This study used a non-experimental approach. Study proved that students who perceived high levels of English language performance were also obviously achieved uppermost mean of Cumulative Grade Point Average (CGPA).

In Malaysia, there have been a few studies on the predictive validity studies which examined relationship and academic success (Moon & Siew, 2004; Samad, Rahman & Yahya, 2008, Zulkifli et al., 2011; Juliana & Abu Bakar, 2013). Moon and Siew found in their study that Computer Science students' high proficiency in English do influence their academic performance level. In addition, a research by Zulkifli et al., (2011) showed that students' academic level had greater connection with MUET, where higher correlation was found with students' academic performance. However, Juliana and Abu Bakar's (2013) study revealed that MUET had a moderate influence on learners' overall achievement. Participants in this study were ESL undergraduates. Another research on the relationship of English language tests and academic achievements is by Abd. Samad et al. (2008) showed that there was not enough evidence to claim that MUET bands can predict students' academic accomplishments. The authors also urged researchers that several other limitations should be taken into consideration when comparing English language tests performance level with learners' academic achievements. These mixed findings showed that there is a need for further researches to verify that MUET can be utilised as a tool to predict the academic level of students. Thus, the following questions were developed for this research:

- i) What is the relationship between students' academic performance (CGPA) and students' overall MUET score?
- ii) What is the relationship between students' MUET component reading, listening, writing and speaking scores individually on students' academic performance (CGPA)?

### **3. Methodology**

The participants for this research consisted of 70 students which were divided into 35 accounting and 35 science stream students at one of the matriculation colleges in Malaysia. Matriculation program is a pre-university program where after completing

two semesters, students could further their studies to degree level at any public universities. All these 70 students are homogeneous in terms of their age (18 years old) and educational experience. Students have completed 13 years of compulsory education in Malaysia and have been learning English language since their pre-school years.

Students' data were gathered from their record during their academic year of 2017/2018 for this research. Data included of: students' cumulative grade point average (CGPA); scores for each component of in MUET, total MUET scores and MUET band. All these participants sat for their MUET paper in November 2017 and March 2018 respectively. Their MUET results are described referring to the latest MUET specification.

Two steps were involved in the data analysis. The first step was describing students' CGPA scores and MUET scores for both accounting and science stream students as a whole and then followed by scores of mean and standard deviation for each components of MUET. Students' performance in matriculation program and their MUET achievement description will be provided by the descriptive results and bivariate statistics.

The second step is to identify whether students' academic accomplishments (CGPA) can be predicted by overall MUET score and individual score of MUET components (Listening, Speaking, Reading and Writing). A multiple regression analysis was employed with CGPA as the dependent variable while MUET's overall score and score of components as independent variables. Participants' scores were also described separately between accounting and science streams for comparative reason.

### **4. Findings, Data Analyses and Discussions**

The first part of the analysis is on the level of students' performance in their matriculation program (CGPA) and on MUET scores. Table 2 and Table 3 show the means and the standard deviations of accounting and science students' MUET and CGPA scores respectively. The lowest MUET score acquired by the accounting students was Band 2 and the highest score was Band 5. Respondents scored 3.29 on average (maximum band for MUET is Band 6). Accounting students' average score acquired for CGPA was 3.56. The maximum CGPA achieved by students was



4.00. While the science stream students' minimum score for MUET band was Band 3 and the maximum was Band 5. Their CGPA's average score was 3.56. From the overall descriptive studies, we can conclude that science stream students performed slightly better than accounting stream students in both CGPA and MUET results.

*Table 2: Means and standard deviations scores of MUET and CGPA for accounting stream students*

	N	Min	Max	Mean	Std. Dev
MUET	35	2.00	5.00	3.29	0.667
CGPA	35	2.51	4.00	3.56	0.439

*Table 3: Means and standard deviations scores of MUET and CGPA for science stream students*

	N	Min	Max	Mean	Std. Dev
MUET	35	3.00	5.00	4.14	0.550
CGPA	35	2.64	4.00	3.62	0.398

Table 4 shows the MUET marks achieved by the participants of this research. 3 students scored Band 2 for accounting stream and none for science stream students out 70 students. In the MUET band descriptor, Band 2 students are considered as limited user of English language. 20 students and 3 students obtained Band 3 for accounting and science stream students respectively. Meanwhile, 11 accounting students and 24 science stream students achieved Band 4. Modest user in MUET band descriptor is Band 3 achievers while Band 4 students are competent users. Finally, Band 5 student is in good user category, however only 1 student obtained Band 5 for accounting stream while 8 from science stream. There are more modest users in accounting compared to science stream students where 68.6% of the students are competent users.

*Table 4: Accounting and Science stream students' percentage and frequency of MUET aggregated band scores*

MUET BAND	Accounting		Science	
	Frequency	Percentage	Frequency	Percentage
2	3	8.6 %	-	-
3	20	57.1%	3	8.6%
4	11	31.4%	24	68.6%
5	1	2.9%	8	22.9%
Total	35	100%	35	100%

Descriptive analysis for each MUET component scores were displayed in Table 5 and Table 6 where the mean scores for Listening and Speaking were 25.66 (maximum score is 38) and 27.80 (maximum score is 35) respectively for accounting stream students. While the

standard deviations were 6.15 for listening and 2.73 for speaking components. The mean scores for Reading and Writing components were 65.29 (maximum score 96) and 52.49 (maximum score 71) respectively. Meanwhile, science stream students scored maximum of 41 and 43 for both Speaking and Listening components respectively. Their means scores for Reading and Writing components were 75.63 and 60.14 respectively. Generally, science stream students scored higher means scores for all the components compared to accounting streams students except for Reading component where both accounting and science stream students scored 71 as maximum score.

*Table 5: Accounting stream students' MUET scores means and standard deviation of each component*

	N	Min	Max	Mean	Std. Dev
Reading	35	32	96	65.29	16.55
Writing	35	41	71	52.49	6.45
Speaking	35	21	35	27.80	2.73
Listening	35	14	38	25.66	6.15

*Table 6: Science stream students' MUET scores means and standard deviation of each component*

	N	Min	Max	Mean	Std. Dev
Reading	35	48	101	75.63	13.63
Writing	35	51	71	60.14	5.15
Speaking	35	19	41	29.91	5.70
Listening	35	18	43	33.57	5.52

Two varieties of analyses were completed to enhance evidence that MUET scores could predict students' academic performance. First, CGPA and MUET component scores were correlated. Next, a multiple regression was carried out. These analyses were done separately for accounting and science stream students for comparative purposes. Accounting students' MUET components and Cumulative Grade Point Average (CGPA) correlations are presented in Table 7 and Table 8. The correlation between CGPA and overall MUET scores is:  $r=0.561$ ,  $p<0.01$ ,  $n=35$  for accounting students while for correlation of science stream students' overall MUET score and CGPA is:  $r=0.636$ ,  $p<0.01$ ,  $n=35$ . These show that overall for both accounting and science streams students' overall MUET scores and CGPA have significant correlations. However, the analyses also indicated that for both accounting students and science stream students the speaking and listening scores were not significantly correlated with CGPA ( $p>0.01$ ).

Table 7: Correlations\_ between Accounting students' MUET components' scores and Cumulative Grade Point Average (CGPA)

	CGPA
Reading	0.605**
Writing	0.341*
Speaking	0.133
Listening	0.202
Overall MUET score	0.561**

\*\* Correlation is significant at the 0.01 level (2 tailed)

\* Correlation is significant at the 0.05 level (2 tailed)

Table 8: Correlations\_ between Science students' MUET components' scores and Cumulative Grade Point Average (CGPA)

	CGPA
Reading	0.598**
Writing	0.488**
Speaking	0.287
Listening	0.233
Overall MUET score	0.636**

\*\* Correlation is significant at the 0.01 level (2 tailed)

From the analyses in Table 7 and Table 8, it can also be noted that higher correlation between overall MUET score and CGPA was for science stream students ( $r=0.636$ ,  $p<0.01$ ) compared to accounting stream students ( $r=0.561$ ,  $p<0.01$ ). Both streams had highest correlations between reading and CGPA ( $r=0.605$ ,  $p<0.01$ ) for accounting and ( $r=0.598$ ,  $p<0.01$ ) for science stream students. Second highest correlations between MUET components and CGPA is writing where account stream ( $r=0.341$ ,  $p<0.05$ ) and science stream ( $r=0.488$ ,  $p<0.01$ ). These results possibly due to the exposure of English language for science stream students. Science stream students are required and compulsory to write their lab reports in English language. However, compared to accounting stream students where students usually do not do much writing in English except during English classes.

Highest correlation expected in predictive validity studies is expected to be 4.0 (Hughes, 1989). Cronbach (1990) also added that correlation as low as 0.30 may contribute in decision making. Thus, significance relationships seen in Table 6 and Table 8, permits to safely agree that MUET's overall score and reading component's score can predict overall performance of matriculation students in matriculation course. While, writing component can be a predictor over Science stream students' academic achievements. For the next part of the analysis, MUET components (Listening, Speaking, Reading, Writing, Overall MUET) were analysed as independent variables against CGPA as dependent variable in the multiple regression to decide which component influence students' academic achievement (CGPA) for

both accounting and science streams the most.

Table 9 and Table 10 display results of multiple regression analyses predicting accounting and science stream students' CGPA using MUET scores only as independent variable. The results in table 8 below shows that the totalled overall MUET marks is an important predictor of matriculation students' academic performance (CGPA),  $F(1,30) = 15.184$  or  $t(1,30) = 3.897$ ,  $p < 0.00$ . The totalled MUET score accounts 29.4% of the variance of success in Accounting students' CGPA. Meanwhile, Table 10 shows that the totalled overall MUET marks is a significant predictor of matriculation students' academic performance (CGPA),  $F(1,30) = 22.412$  or  $t(1,30) = 4.734$ ,  $p < 0.00$ . The totalled MUET score accounts 38.6% of the variance of success in Science stream's CGPA.

Table 9:  $\beta$  weight and Adjusted  $R^2$  of MUET as independent variable with dependent variable (CGPA) for accounting stream

Variable	$\beta$	$R^2$	t-value	F-value	Sig.
MUET	0.569	0.294	3.897	15.184	0.000*

\* significant at a confidence level of  $p<0.01$  (1 tailed)

Table 10:  $\beta$  weight and Adjusted  $R^2$  of MUET as independent variable with dependent variable (CGPA) for science stream

Variable	$\beta$	$R^2$	t-value	F-value	Sig.
MUET	0.636	0.386	4.734	22.412	0.000*

\* significant at a confidence level of  $p<0.01$  (1 tailed)

Table 11 and Table 12 display the result of multiple regressions by utilising MUET scores as independent variables to predict students' CGPA. Results in Table 11 showed that aggregated variance of CGPA scores accounted by four components is 42.6% in which  $F(4, 30) = 5.565$ ,  $p < 0.02$  for accounting stream students while in Table 12 showed that total variance of CGPA scores accounted by four components is 49.4% which  $F(4,30) = 7.310$ ,  $p < 0.00$  for science stream students. Reading component proved to be significant predictors of success of accounting and science stream matriculation students' academic achievements (CGPA) in which the variances accounted 34.7%,  $t(4,30) = 4.362$ ,  $p < 0.00$  and 33.9%,  $t(4,30) = 3.210$ ,  $p < 0.00$  respectively. From the data, it is also can be seen for science stream students writing component can be accounted as a predictor for their academic achievement which is 21.5%,  $t(4, 30) = 3.210$ ,  $p < 0.03$ .



Thus, it can be said that MUET reading component presented strong predictive indication than the other three components for accounting stream students while for science stream students both reading and writing components proved to be the predictor for their CGPA. Part of this result is parallel with a study by Juliana and Abu Bakar (2013) where in their study; reading component was also proved to be a predictor for ESL Teacher Education program students' CGPA. These authors also conducted bivariate and multiple regression analyses using CGPA as a dependent variable and MUET components as independent variables.

*Table 11:  $\beta$  weight and Adjusted  $R^2$  of MUET components as independent variables with dependent variable (CGPA) for accounting stream students*

Variable	$R^2$	$\beta$	t-value	Sig.
Listening	0.012	0.202	1.187	0.24
Speaking	-0.012	0.133	0.772	0.45
Reading	0.347	0.605	4.362	0.00**
Writing	0.090	0.341	2.087	0.05

\*\* Correlation is significant at the 0.05 level (1 tailed)

*Table 12: Adjusted  $R^2$  of MUET components as independent variables with dependent variable (CGPA) for science stream students*

Variable	$R^2$	$\beta$	t-value	Sig.
Listening	0.026	0.233	1.376	0.18
Speaking	0.055	0.287	1.721	0.09
Reading	0.339	0.598	4.292	0.00**
Writing	0.215	0.488	3.210	0.03**

\*\* Correlation is significant at the 0.05 level (1 tailed)

It is clear that overall MUET results and CGPA are significantly linked based on the correlation results. The results in Table 7 and 8 proved the above claim for both accounting and science streams. To further strengthen the findings, multiple regression analysis was conducted. The results in Table 11 and Table 12 from regression analysis significantly proved that reading and writing components can be used to assess science stream students' achievements in CGPA while MUET reading component for accounting students. Thus, it can safely be stated that a few MUET components and overall MUET scores are able to predict students' academic achievement in matriculation program, mainly reading and writing components for science stream students and reading component for accounting stream students.

## 5. Conclusion

This research's main objective was to determine whether MUET's overall score which assess students' language proficiency and its components can be

predictors for accounting and science stream matriculation students' academic proficiency (CGPA). The results of bivariate correlation in this study proved that MUET's overall score and reading component for both accounting and science stream students had significant relationship with students' CGPA. Few other studies in terms of Malaysian academic context (Nurhazlini et al., 2015; Yong, 2005 & Muhammad, 2013) also showed some positive correlation between academic achievements and English proficiency.

Two other studies (Nurhazlini et al., 2015; Yong, 2005) found that the higher the band attained by their participants in MUET examinations, the higher marks that participants reflected in their CGPA score for their particular programs. Nurhazlini et al., (2015) 225 final year undergraduates from five different school of studies participated in Universiti Putra Malaysia (UPM). Meanwhile, Yong's (2005) study in Universiti Malaysia Sarawak (UNIMAS) was among 155 TESL students from batch 2001/2002, 2003/2003 and 2003/2005 intake. Besides, Muhammad (2013) also found in his study that English Language Proficiency (ELP) had weighty impact on Academic Achievements (AA) and Social Capital Outside Family (SCOF). This was a survey research design applied on 81 year two and three undergraduate students who enrolled in Universiti Utara Malaysia (UUM) in Economics courses.

In addition to the above studies some other studies outside Malaysian education context proved that English language ability influences academic achievements of students. These findings are parallel with other EFL and ESL researches (Fakeye and Ogunsiji, 2009; Sadeghi, Kashanian, & Haghdoost, 2013). Fakeye and Ogunsiji (2009) studied whether Nigerian secondary school students' English language performance in Oyo and Osun States of Nigeria can predict the general academic achievement. A significant positive relationship between students' overall academic achievement with their English language proficiency was found in this study. Finally, study by Sadeghi, Kashanian and Haghdoost (2013) also specified that ability in English considerably influenced academic achievement of 156 medical students in Iran which is the national comprehensive basic science exam (NCBSE).

Furthermore, reading component proved to be the strongest predictors of students' academic achievement for both accounting and science stream students in the multiple regression analysis. Parallel to this, Stoffelsma and Spooren (2018) stated in their study on first-year Science and Mathematics University students in Ghana, that for students in a non-western multilingual academic context attaining their overall academic success, proficiency in reading skill of English language is essential. In addition, another study of 235 sophomores, junior and senior business majors reflected that students with higher levels of reading comprehension had higher cumulative grade point averages, and that 16 percent of students could not read at the first-year college level (Pritchard & Romeo, 2000). Oriogu Chuks Daniel et al., (2017) investigated the effect of reading habit on the academic performance of students of Afe Babalola University, Ado-Ekiti, Nigeria. In this study, students' major exposure to reading is the social media. Findings of this study revealed that reading habits has significance effect on academic performance of students.

In addition to reading component as a predictor, writing component also demonstrated to be a significant predictor of achievement in Science stream students' CGPA. Science stream students' exposure to English language is more compared to accounting stream in matriculation college. One main task would be writing their Physics, Biology and Chemistry subjects' laboratory reports in English. Similarly, Jennifer (2007) compared two different years of eighth graders' Reading End of Grade Test results to investigate the effect of writing on students' achievement. It was found that the students scored higher on standardized test when they were instructed to increase their writing activities in their language arts class than those students from the earlier year who did not have an increase in their writing tasks. This result proves further that writing component has some effect on students' other academic achievements.

This research had some limitations. First, it was restricted to 70 students and the study was only conducted in one Matriculation College. It is recommended for further studies to increase the number of participants from other matriculation colleges in order to have a bigger sample size and to able to do comparison of predictors from different settings. Second,

this study examined using only overall MUET's score and its components as a predictor as a measurement of students' academic performance. It is recommended that next studies may attempt to examine the relationships of other test like Malaysian Certificate of Education or SPM with students' academic performances to compare and also to provide more evidences in this area of research.

### References

- Abd Samad, A., Syed Abd Rahman, S.Z & Yahya, S.N. (2008). Refining English language tests for University entrance: A Malaysian example. *Asian Journal of University Education*. Vol 3(1), 57-71.
- Cronbach, L. J. (1990). *Essentials of Psychological testing*. (5th ed.). New York: Harper
- Collins Publishers, Inc.  
Fakaye, D. O. & Ogunsiji, Y. (2009). English Language Proficiency as a Predictor of Academic Achievement among EFL Students in Nigeria. Retrieved from [https://www.researchgate.net/publication/288580640\\_English\\_Language\\_Proficiency\\_as\\_a\\_Predictor\\_of\\_Academic\\_Achievement\\_among\\_EFL\\_Students\\_in\\_Nigeria](https://www.researchgate.net/publication/288580640_English_Language_Proficiency_as_a_Predictor_of_Academic_Achievement_among_EFL_Students_in_Nigeria)
- Gill, S.K. (2005). Language policy in Malaysia: Reversing direction. *Language Policy*, 4(3), 241–260.
- Greenwood, P.E., & Nikulin, M.S. (1996). *A guide to chi-squared testing*. Wiley: New York.
- He, S., Kempe, K., Tomiki, Y., Nishizuka, M., Suzuki, T., Dambara, T. & Okada, T. (2015). Correlations between Entrance Examination Scores and academic performance. *Juntendo Medical Journal*, 1-7. Retrieved from [http://library.med.juntendo.ac.jp/infolib/user\\_contents/MDK1559-enbun.pdf](http://library.med.juntendo.ac.jp/infolib/user_contents/MDK1559-enbun.pdf)
- Hughes, D.A., 1989. Estimation of the parameters of an isolated event conceptual model from physical catchment characteristics. *Hydrological Sciences Journal*, 34(5), 539±557.
- Jennifer, W. W. (2007). *The impact of writing on students' achievement*. Master Thesis in Master of Education, Watson School of Education University, North Carolina Wilmington. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.630.3081&rep=rep1&type=pdf>
- Juliana, O. & Abu Bakar, N. (2013). MUET as a predictor of academic achievement in ESL teacher education. *GEMA Online™ Journal of Language Studies*, Vol. 13(1), 99-111.
- Kaur, N., & Nordin, R. (2006). A case for reconstruction of the pedagogy of Malaysian University English Test



- (MUET) through thematic unit's instruction. *Journal of Institutional Research South East Asia*, 4(1), 5–16.
- Lee, K.S. (2004). Exploring the connection between the testing of reading and literacy: The case of the MUET. *GEMA Online Journal of Language Studies* 4(1),1675-1802.
- Martirosyan, N. M., Hwang, E. & Wanjohi, R. (2015). Impact of English Proficiency on Academic Performance of International Students. *Journal of International Students*, 5 (11), 60-71.
- Muhammad, S. H. (2013). Effect of English proficiency on social capital and academic achievement among economic students. *Prosiding PERKEM VIII*, 3, 1118-1130.
- Moon, T. S. & Siew, H. O. (2004). A study on the factors that impact on the academic performance of the computer science and the information technology students in University of Malaya. *CMU Journal*. Vol 3 (2), 169-184.
- Nurhazlini, R., Min, L. S., Nur Atiqah Md. Sungif., & Farah Nabillah Mior Yusup. (2015). English Language Proficiency Tests and Academic Achievement: A Study on the Malaysian University English Test as a Predictor of Technical Programme Undergraduates Academic Achievement. *Advances in Language and Literary Studies*, 6(1), 114-119.
- Oriogu Chuks Daniel, Subair Roselyn Esoname, Oriogu-Ogbuiyi Darlina Chima, Ogbuiyi Sussan Udoaku. (2017). Effect of reading habits on the academic performance of students: A case study of the students of Afe Babalola University, Ado-Ekiti, Ekiti State. *Teacher Education and Curriculum Studies*, 2(5), 74-80.
- Pritchard, R. E. & Romeo, G.C. (2000). Reading ability as a predictor of student success in Business School. *Mid-Western Educational Researcher*, 13(2), 23-26.
- Ponniah, K. S. & Tay, B. (1992). Processing strategies in reading. In *Suara Pendidik*, 115(4), 27-40.
- Rea-Dickins, P & Scott, C. (2007). Washback from language tests on teaching, learning and policy: Evidence from diverse settings. *Assessment in Education: Principles, Policy & Practice*, 14(1), 1-7.
- Rethinasamy, S. & Chuah. K M. (2011). The Malaysian University English Test (MUET) and its use for placement purposes: A predictive validity study. *Electronic Journal of Foreign Language Teaching*, 8(2), 34–245.
- Sadeghi, B., Kashanian, N.M. & Haghdoost, A. (2013). English Language Proficiency as a Predictor of Academic Achievement among Medical Students in Iran. *Theory and Practice in Language Studies*, 3 (12), 2315-2321.
- Stoffelsma, L. & Spooren, W. (2018). The Relationship Between English Reading Proficiency and Academic Achievement of First-Year Science and Mathematics Students in a Multilingual Context. Retrieved from <https://doi.org/10.1007/s10763-018-9905-z>
- Yong. S.H. (2005). The influence of language proficiency, age and gender on academic performance. Thesis of Bachelor of Science in (TESL), Faculty of Cognitive Science and Human Development, Universiti Malaysia Sarawak.
- Yusup, R. B. (2012). Item evaluation of the reading test of the Malaysian University English Test (MUET). (Unpublished master's thesis), Melbourne Graduate School of Education, The University of Melbourne.
- Zulkifli, M. N., Nur Azilah, I., Nuraini, K., Shahrum, A. & Mohd Marzuki, M. (2011). MUET score and loading Hour: An analysis on the relationship towards academic performance *Procedia Social and Behavioral Sciences*. 118, 103-109.