
Effectiveness of English Language Skills: A Critical Analysis of College Level Students

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Introduction

In the era of globalization, the ability to communicate effectively in English has become a crucial skill for engaging in cross-cultural and international interactions (Haidar & Fang, 2019). Previous studies have explored several factors that influence English-speaking ability, including learner motivation (Bagheri Nevisi & Farhani, 2022; Ningtiyas & Rahmawati, 2024), teaching and learning methods (Tumurkhuyag, 2021), and the frequency of speaking practice (Mega & Sugiarto, 2020; Milania et al., 2022). However, limited attention has been given to the role of the academic environment and the use of technology in language

learning in shaping speaking proficiency. A positive academic environment, along with the effective integration of technology in language learning, may significantly support the development of English-speaking skills (Al-khresheh & Alkursheh, 2024; Chen, 2024; Yang et al., 2024). Despite this potential, the extent to which these factors influence speaking ability has not been fully examined in existing academic research. Furthermore, there is a noticeable gap in understanding how grammar mastery and language flexibility function as mediating variables in this relationship.

Previous studies have frequently associated the academic environment with overall academic achievement (Konold et al., 2018; Kumi-Yeboah, 2020; Tomaszewski et al., 2024), but relatively few have examined its specific role in developing English-speaking skills. A supportive academic environment—characterized by access to language-learning resources, the presence of an English-speaking culture, and institutional policies that encourage communication in English—can play a significant role in improving students' speaking abilities (Hossain, 2024; Zhang & Lu, 2024). In contrast, a lack of such support may limit opportunities for practice and hinder the development of speaking skills (Pratolo et al., 2023). At the same time, technology has rapidly transformed language learning through the emergence of various applications, online platforms, and AI-based tools that support independent and interactive learning (Mohebbi, 2025; Wang, 2024; Zou et al., 2023). Despite these advancements, research examining the relationship between the use of technology in language learning and the improvement of speaking skills remains limited, with many studies focusing primarily on reading or listening comprehension (Zhao & Lai, 2023).

The integration of technological skills into teaching practices has significantly transformed traditional educational approaches, particularly in the field of language education. Among these technological advancements, ChatGPT has emerged as an innovative tool capable of supporting and simplifying the process of language learning (Yu et al., 2025). This study focuses on ChatGPT, an advanced language model developed by OpenAI, which has gained considerable attention due to its ability to generate human-like text and engage users in meaningful interactions.

The growing adoption of ChatGPT in educational settings has generated increasing interest and discussion among educators and researchers worldwide (Yu, 2024). In particular, ChatGPT demonstrates strong potential in the context of English as a Second Language (ESL) learning (Yu et al., 2025), where it is already being explored and implemented as a learning support tool. However, like many

emerging technologies, the integration of ChatGPT in language education also raises several important questions that require careful investigation.

The use of ChatGPT in ESL teaching has begun to influence classroom practices in multiple ways, including improving instructional effectiveness, facilitating global access to education, supporting personalised learning, generating intelligent educational content, and extending instructional assistance. In today's educational landscape, technology has become an essential component of the teaching–learning process. Learning is no longer limited to the simple acquisition of knowledge; rather, it represents a dynamic and evolving process in which education continuously adapts to new technological possibilities (Montenegro-Rueda et al., 2023).

Writing is widely regarded as one of the most difficult skills for students learning English as a Foreign Language (EFL), particularly for those enrolled in English education programs (Abdulkareem, 2013; Afsar & Jamal, 2022; Noori, 2020). Academic writing requires more than basic language proficiency; it also demands the ability to organize ideas logically, employ formal and discipline-specific language, and engage critically with scholarly sources (Altunkaya & Ayrancı, 2020). In Indonesia, these challenges may be even greater for EFL students studying at private universities. Many of these students come from diverse academic backgrounds and may enter higher education with varying levels of preparation and limited access to learning resources (Noor et al., 2022). In addition, students in English education programs are expected not only to develop strong academic writing skills for their own studies but also to acquire the competence needed to teach writing effectively in the future. Therefore, identifying the specific difficulties experienced by this group is essential for designing appropriate support strategies.

A growing body of research conducted in different educational contexts has examined the challenges students face in developing academic writing skills. For example, Noori (2020) studied undergraduate English-major students in Afghanistan, while Afsar and Jamal (2022) focused on undergraduate EFL students in Pakistan. Similarly, Aldabbus and Almansouri (2022) investigated the academic writing experiences of university-level EFL learners in Libya. Findings from these studies consistently indicate that students struggle with issues related to language use, structural organization, and the development of coherent academic content. Together, these studies suggest that difficulties in academic writing are multidimensional, involving linguistic, structural, and cognitive factors. Addressing these challenges has become increasingly important as universities around the world

place greater emphasis on English proficiency for academic success and international communication (Eardley et al., 2020; Noor et al., 2022). In Indonesia, where the number of EFL learners continues to increase, understanding students' challenges in academic writing has become particularly important. Private universities, in particular, may encounter unique challenges compared with public institutions, including limitations in resources, differences in student preparedness, and varying levels of instructional support. These factors can significantly influence students' experiences and development in academic writing.

A notable shift has recently taken place in English education in Saudi Arabia with the expansion of the English language curriculum to include younger learners. Under the revised curriculum, students now receive three hours of English instruction per week beginning in the first grade of elementary school, replacing the earlier system in which English instruction started in the third grade. Although this reform is relatively recent, it is expected to have significant implications, particularly given the important role language plays in shaping and expressing social identity. As noted by Lippi-Green (1997), language functions as a key medium through which individuals construct and display their social identities. Similarly, Giles and Johnson (1987) argue that language is one of the most important markers of social identity. Consequently, introducing and emphasizing English at such an early stage of education may strongly influence how individuals in Saudi Arabia develop and negotiate their social identities. This research focuses on examining the effectiveness of English language skills and their role in supporting learners' academic and communication abilities. In today's globalized world, proficiency in English has become an important factor for academic success, professional development, and cross-cultural interaction. Therefore, understanding how English language skills can be effectively developed and applied is essential for improving students' learning outcomes. This study specifically aims to explore the factors that influence the development and effectiveness of English language skills and how these skills contribute to learners' overall academic performance and communication competence. By analyzing these aspects, the research seeks to provide insights that may help educators and institutions design more effective language learning strategies.

Literature Review

Divaris et al. (2008) describe the academic environment as the setting, culture, and resources within an educational institution that facilitate learning. This environment includes teaching methods, institutional policies, peer interactions, and opportunities for language exposure, all of which influence students' motivation and

language proficiency. A well-structured academic environment can support the development of grammar mastery by providing learners with systematic exposure to grammatical rules, constructive feedback, and opportunities for continuous practice (Al-Yahyai et al., 2023; Ali et al., 2023; Nazar & Nordin, 2024, pp. 517–533). Activities such as interactive lessons, writing tasks, and peer discussions help reinforce grammatical accuracy in both written and spoken communication. However, much of the existing research has primarily focused on written language development, while relatively few studies have examined how academic input contributes directly to spoken grammatical fluency, particularly in English as a Foreign Language (EFL) contexts.

Furthermore, the academic environment also plays an important role in developing language flexibility, enabling learners to adjust their communication according to different contexts and audiences (Curry & Lillis, 2024; Koch et al., 2023; Luczaj et al., 2022). Classroom activities such as debates, presentations, and role-playing can enhance learners' confidence and adaptability, helping them communicate effectively in various real-world situations. Nevertheless, previous studies have largely emphasized classroom participation and discourse competence, with limited attention given to how academic exposure influences learners' ability to shift language registers or modify speech patterns during spontaneous interactions.

According to Heift and Chappelle (2013), language-learning technology refers to digital tools and platforms designed to facilitate the process of language acquisition. These technologies include mobile applications, online courses, virtual classrooms, AI-powered tutoring systems, and interactive learning exercises that provide structured learning opportunities. By incorporating multimedia resources and real-time feedback, language-learning technologies enhance accessibility and learner engagement, making language learning more efficient and adaptable to individual learning needs. Furthermore, these technologies support grammar mastery through structured lessons, interactive activities, and immediate corrective feedback (Karimpour et al., 2025; Lim & Toh, 2024; Shadiev & Wang, 2022). AI-driven applications and online platforms can analyze user input, identify errors, and provide explanations, thereby reinforcing learners' understanding of grammatical concepts. In addition, digital tools such as gamified grammar exercises and adaptive learning systems allow learners to practice at their own pace, which helps improve both the accuracy and retention of grammatical rules. However, although existing studies highlight the effectiveness of technology in facilitating grammar acquisition, many lack longitudinal evidence demonstrating whether such grammatical mastery

leads to meaningful improvements in spoken language performance beyond mechanical accuracy.

Objectives of the Study

1. To examine the effectiveness of English language skills among students.
2. To analyze the improvement in listening skills of students in understanding spoken English and listening comprehension.
3. To evaluate the development of reading skills, particularly the ability to focus on texts and improve reading comprehension.
4. To assess the enhancement of writing skills, including sentence construction, organization of ideas, and effective use of vocabulary.
5. To study the role of English language learning in improving students' confidence in expressing their ideas and completing academic tasks.

KMO AND BARTLETT'S TEST

Kaiser Mayer Olkin (KMO) and Bartlett's test measures the sampling adequacy, which can be used to determine the responses given by the samples are adequate or not. The test also used to find the strength of the relationship among variance among variables.

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.686
Bartlett's Test of Sphericity	Approx. Chi-Square	957.109
	Df	6
	Sig.	0

The KMO ranges from 0 to 1 with an accepted index for further study must be over 0.6. Given table shows the KMO measure is greater than 0.60 in the present study which is satisfactory for the sample adequacy and further hypothesis test. The Bartlett's test of Sphericity relates to the significance of the study and must be less than 0.05. It can be seen in given table that Bartlett's test of Sphericity value is less than 0.05, it is actually 0.000 shows significant for the study.

COMMUNALITIES

Communalities indicate the amount of variance in each variable that is accounted for. Initial communalities are estimates of the variance in each variable accounted for by all components or factors. Communalities are calculated when comparing these techniques (Kline, 1994; Tucker & MacCallum, 1997). Researchers may use Principal components analysis as the first step to reduce the

data, then follow-up with a 'true' factor analysis technique. For principal components extraction, this is always equal to 1.0 for correlation analyses. Extraction communalities are estimates of the variance in each variable accounted for by the components. The communalities in this table are all high, which indicates that the extracted components represent the variables well.

COMMUNALITIES	Initial	Extraction
The current textbook helps me think about my language capabilities	1	0.781
It helps me estimate my language capabilities before starting a task	1	0.938
It helps me feel I can do my classwork effectively	1	0.931
It makes me try to use details in my writings to support my ideas	1	0.892
It makes me try to write a well-organized, focused text with an inviting beginning, developed middle, and a meaningful ending	1	0.918
It makes me try to write well-constructed sentences	1	0.92
It makes me try to use effective words in my writings	1	0.954
It makes me try to write effectively to express my thoughts and interact with others	1	0.893
It helps me feel confident that I have the required ability for improving my listening skill	1	0.656
It helps me feel confident that my listening comprehension is improving	1	0.803
It helps me feel confident that I have the ability to focus my concentration on the text I am reading	1	0.878
It helps me feel confident that I am capable of improving my reading comprehension skill	1	0.817
It makes me feel although my world knowledge is good, I have problems in reading comprehension	1	0.819

This table gives Eigen values, variance explained, and cumulative variance explained for the factor solution. The values in this panel of the table represent the distribution of the variance after the varimax rotation. Varimax rotation tries to maximize the variance of each of the factors, so the total amount of variance accounted for is redistributed over the three extracted factors.

TOTAL VARIANCE EXPLAINED									
Component	Initial Eigen values			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.457	37.980	37.980	6.457	37.980	37.980	3.987	23.452	23.452
2	2.861	16.827	54.807	2.861	16.827	54.807	3.673	21.607	45.059
3	2.594	15.258	70.065	2.594	15.258	70.065	3.318	19.520	64.579
4	1.467	8.630	78.695	1.467	8.630	78.695	2.044	12.024	76.603
5	1.264	7.436	86.131	1.264	7.436	86.131	1.620	9.528	86.131

FRIEDMAN TEST

Friedman test is a Non-Parametric test for finding differences in treatments across several related samples. Friedman test is an alternative for repeated measures analysis of variance which is used when the sample parameter has been measured under different conditions on the same subjects. The Friedman test is used for one-way repeated measures analysis of variance by ranks.

	Mean Rank
Reading Skills	4.1
Writing Skills	4.02
Speaking Skills	3.82
Listening Skills	3.75

Test Statistics [*]	
N	600
Chi-Square	32.349
Df	6
Asymp. Sig.	0
a. Friedman Test	

The Friedman test results indicate differences in the effectiveness of the four English language skills. Among them, reading skills received the highest mean rank (4.10), followed by writing skills (4.02), while speaking skills (3.82) and listening skills (3.75) received comparatively lower ranks. The Chi-square value of 32.349 with a significance level of $p < 0.05$ indicates that the differences among the language skills are statistically significant. This suggests that students demonstrate relatively stronger abilities in reading and writing skills compared to speaking and listening skills.

Findings of the Study

The communalities obtained from the factor analysis indicate the proportion of variance in each variable that is explained by the extracted factors. The extraction values range from 0.656 to 0.954, which shows that most of the variables have high communalities and are well represented in the factor solution. This suggests that the selected items are appropriate for measuring the effectiveness of English language skills development.

The results show that several writing-related variables have particularly high communalities. For example, the item "It makes me try to use effective words in my writings" has the highest extraction value (0.954), indicating that respondents tend to focus strongly on improving vocabulary usage in writing. Similarly, the items "It helps me estimate my language capabilities before starting a task" (0.938) and "It helps me feel I can do my classwork effectively" (0.931) also show high communalities, suggesting that the learning process significantly contributes to students' self-evaluation and confidence in completing language-related tasks.

Other writing skill indicators also show strong values, such as writing well-organized texts (0.918), writing well-constructed sentences (0.920), and supporting ideas with details (0.892). These findings imply that the learning experience effectively supports the development of students' writing organization, sentence construction, and idea development.

The analysis also indicates positive contributions to reading and listening skills. The items related to reading comprehension and concentration show high

communalities, such as confidence in focusing on reading texts (0.878) and ability to improve reading comprehension (0.817). This suggests that the learning process plays a significant role in enhancing students' reading abilities.

In terms of listening skills, the variables confidence in improving listening comprehension (0.803) and belief in the ability to improve listening skills (0.656) show moderate to high communalities. Although these values are slightly lower compared to writing and reading skills, they still indicate that the learning process contributes to the development of listening competence.

The communalities results demonstrate that the majority of the items have strong extraction values (above 0.70 in most cases), indicating that the factors extracted from the analysis explain a substantial portion of the variance in the variables. Therefore, the findings confirm that the learning activities significantly support the development of students' English language skills, particularly writing, followed by reading and listening skills.

The Friedman test was conducted to examine the differences in students' perceptions regarding the effectiveness of the four English language skills: reading, writing, speaking, and listening. The test is appropriate for comparing related samples and identifying whether significant differences exist among the ranked variables.

The mean rank results indicate that reading skills received the highest mean rank (4.10), followed by writing skills (4.02), speaking skills (3.82), and listening skills (3.75). This suggests that respondents perceive reading skills as the most effective or most developed among the four language skills, while listening skills received the lowest ranking.

The Friedman test statistics show that the Chi-square value is 32.349 with 6 degrees of freedom, and the asymptotic significance value is 0.000, which is less than the standard significance level of 0.05. This indicates that there is a statistically significant difference among the four English language skills.

Therefore, the null hypothesis that there is no significant difference among the language skills is rejected. The results imply that students' perceptions of the effectiveness of English language skills vary significantly, with reading and writing skills being relatively stronger compared to speaking and listening skills.

The analysis suggests that while students demonstrate better proficiency in reading and writing, comparatively more attention may be required to enhance speaking and listening skills for balanced development of English language competence.

Discussion

The findings of the study indicate noticeable differences in the effectiveness of the four English language skills among students. The analysis revealed that reading skills received the highest mean rank, followed closely by writing skills, suggesting that students are relatively more comfortable with activities that involve understanding written texts and expressing ideas in written form. These skills are often practiced in academic settings through assignments, examinations, and reading materials, which may contribute to their stronger performance.

On the other hand, speaking and listening skills received comparatively lower mean ranks. This may indicate that students have fewer opportunities to practice oral communication and listening comprehension in English. Limited interaction in English during classroom discussions or daily communication may affect the development of these skills. The Friedman test further confirmed that the differences among the four language skills are statistically significant, indicating that the levels of effectiveness vary across the different skills.

Conclusion

The study concludes that students demonstrate stronger proficiency in reading and writing skills compared to speaking and listening skills. While reading and writing abilities appear to be well developed, greater emphasis is needed to improve oral communication and listening comprehension. Encouraging interactive learning methods such as group discussions, presentations, and listening exercises may help in strengthening speaking and listening abilities. A balanced development of all four language skills is essential for effective communication and overall language proficiency.

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