Correspondence Analysis of Scholastic Aptitude and English Literacy Skills of 12th-Grade Students in Islamic-Based Schools in Palopo City

Budiarti Putri Uleng[1], Yuda Satria Nugraha[2]
budiarti@unanda.ac.id
[1,2] Department of Management, Universitas Andi Djemma, Palopo, Sulawesi Selatan

Abstract

This study aims to determine the relationship between scholastic aptitude and English literacy skills among 12th-grade students in Islamic-based schools in Palopo City. The research is motivated by the phenomenon of lower graduation rates of students from Islamic-based schools compared to public schools in the national university entrance examinations. This study employs an ex post facto research design. The population consists of all 12th-grade students from Islamic-based schools in Palopo City. Using proportionate stratified random sampling, a sample size of 206 students was selected from five schools, namely MAN Palopo, SMA Datuk Sulaiman, SMAIT Wahdah Islamiyah, SMA Muhammadiyah, and SMAIT Insan Madani. Data collection was conducted through testing. The data analysis techniques used were descriptive analysis and correspondence analysis. Based on the analysis results, the scholastic aptitude and English literacy skills of 12th-grade students in Islamic-based schools in Palopo City are still low. Scholastic aptitude has a significant correlation with English literacy skills. Students with good scholastic aptitude also tend to have good or even excellent English literacy skills. Students with excellent scholastic aptitude tend to have English literacy skills at a satisfactory level. Meanwhile, students whose scholastic aptitude falls into the fair and poor categories also tend to have inadequate English literacy skills. Therefore, intensive support is necessary to enhance students' capabilities in preparing for university entrance exams, particularly in the subtests of scholastic aptitude and English literacy.

Keywords: *correspondence analysis; English literacy; scholastic aptitude test.*

Introduction

The National Test-Based Selection (SNBT) serves as an entrance examination for public universities, conducted based on the results of a computer-based written test (UTBK). This examination assesses scholastic aptitude, mathematical reasoning, and literacy skills of prospective students. The scholastic aptitude test evaluates the cognitive abilities of prospective students and is used to predict their capability to complete university studies (Lazulfa & Andriani, 2021; Sriyati, 2022, 2023). Mathematical reasoning refers to the ability to analyze mathematical information and solve specific problems to find solutions (Aripin et al., 2024). Meanwhile, language literacy is understood as the ability in language usage, which includes understanding, using, transforming, analyzing, and deconstructing textual content (Herawati, 2020).

At the end of the 20th century, Islamic-based schools have increasingly become preferred institutions for parents to educate their children (Albar, 2021; Khasbulloh, 2020; Salamah, 2018). In certain regions, the number of students enrolling in Islamic-based schools has sharply increased year by year, including in Palopo City. According to the Education Data Center, there are 1,466 students currently enrolled in Islamic-based schools in Palopo City, distributed across five schools: MAN Palopo, SMA Datuk Sulaiman, SMAIT Wahdah Islamiyah, SMA Muhammadiyah, and SMAIT Insan Madani. By attending Islamic-based schools, students focus not only on national curriculum subjects but also receive enhanced education in Islamic subjects.

In recent years, the phenomenon observed in the SNBT is that the pass rate of students from Islamic-based schools in Palopo City is relatively low compared to general schools. Several factors contribute to this, such as the fact that the tested material is not explicitly covered in their curriculum. The extensive focus on religious subjects in Islamic-based schools presents additional challenges for students. Based on interviews conducted by the researchers, the greatest anxiety is associated with the scholastic aptitude test and the English literacy test, which remain relatively unfamiliar to the students.

Scholastic aptitude is considered a representation of the knowledge and skills that students acquire from school subjects. It serves as an indicator of the quality and quantity of achievement attained by students following a series of instructional experiences over a specific period (Singh & Johal, 2024). Numerous studies have been conducted to analyze students' scholastic aptitude (Dewi et al., 2025; Hadi, 2022; Ummayyah et al., 2022). Students' scholastic aptitude is closely related to their number sense and creativity (Nessa & Nugraha, 2019; Setiawan et al., 2020). Students with a strong number of sense and creative learning abilities tend to exhibit high scholastic aptitude. Therefore, scholastic aptitude can be used to predict students' academic achievement (Krisna, 2019).

Various studies on English literacy skills have also been conducted by other researchers (Isma et al., 2024; Warnby, 2024). English literacy encompasses the ability to read, write, comprehend, and communicate effectively in English. This literacy includes understanding vocabulary, spelling, punctuation, grammar, and the ability to use English both orally and in writing across various contexts, including academic, professional, and everyday situations (Bendanillo et al., 2024). Consequently, assessing students' English literacy skills is crucial for university entrance examinations, alongside numeracy literacy (Fadilla et al., 2024; Ruegg et al., 2024; Zheng Dahu, 2024).

Based on a literature review conducted by the authors, several studies have analyzed scholastic aptitude and English literacy among students and the general population. However, no research has specifically examined the scholastic aptitude and English literacy of 12th-grade students from Islamic-based schools. Therefore, this study aims to (1) assess the scholastic aptitude of 12th-grade students in Islamic-based schools in Palopo City, (2) evaluate the English literacy skills of 12th-grade students in Islamic-based schools in Palopo City, and (3) determine the correspondence relationship between scholastic aptitude and English literacy skills among 12th-grade students in Islamic-based schools in Palopo City. This research introduces novelty in the research topic, research subjects, and data analysis techniques utilized.

Method

This study employs an ex post facto research design. Ex post facto research investigates cause-and-effect relationships that are not manipulated or treated by the researcher. The population of this study comprises 423 12th-grade students from Islamic-based schools in Palopo City. Based on the Slovin formula and the proportionate stratified random sampling technique, a sample size of 206 students was selected, distributed across five schools: 113 students from MAN Palopo, 58 students from SMA Datuk Sulaiman, 12 students from SMAIT Wahdah Islamiyah, 7 students from SMA Muhammadiyah, and 16 students from SMAIT Insan Madani. Data was collected through scholastic aptitude tests and English literacy tests. Indicators for the scholastic aptitude test include general reasoning ability, quantitative knowledge, general knowledge and understanding, and reading and writing skills, while indicators for the English literacy test include topic and title determination, main idea identification, reference words, identification of true or false statements, and determination of text purpose.

This study utilizes two data analysis techniques: descriptive analysis and correspondence analysis. Descriptive analysis is used to describe the test data for scholastic aptitude and English literacy collected from the sample as it is.

Correspondence analysis is a part of multivariate analysis that studies relationships between two or more variables by simultaneously representing the rows and columns of a two-way contingency table in a low-dimensional vector space (Nur'aini et al., 2023). The steps in correspondence analysis include: (1) constructing row and column profile matrices, (2) calculating row and column profiles, (3) determining singular value decomposition (SVD) values, (4) calculating row and column profile coordinates, (5) determining inertia values, (6) determining relative and absolute contributions, and (7) calculating Euclidean distances (Maulidia & Wulandari, 2022). These steps can be simplified into three main steps: (1) constructing a contingency table, (2) calculating chi-square values, and (3) creating a perception map/scatter plot. Correspondence analysis in this study was conducted using the SPSS (Statistical Product and Service Solutions) version 25 software.

Results and Discussion

Analysis of Students' Scholastic Aptitude Test Results

The scholastic aptitude test was administered to a sample of 206 students. The test comprised 40 multiple-choice questions. The interpretation of the test results was categorized into four levels: poor (score range 0 – 59), suficient (score range 60 – 74), good (score range 75 – 90), and excellent (score range 91 – 100) (Sensualita, 2021; Xuan Lam et al., 2024). The results of the students' scholastic aptitude test are presented in Table 1.

Table 1. Students' Scholastic Aptitude Test Results

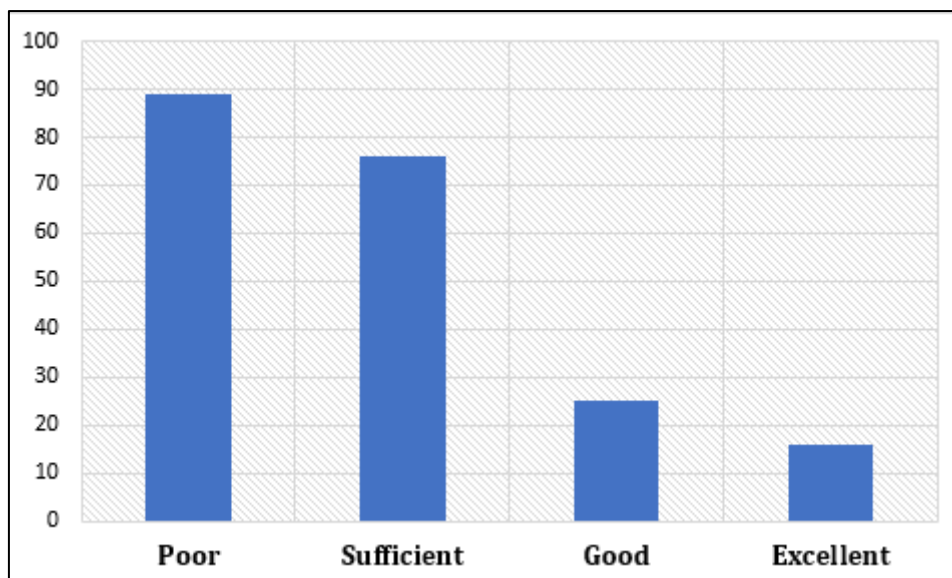| Category	Frequency
Poor	89
Sufficient	76
Good	25
Excellent	16
Total	206

Figure 1. Result of Scholastic Aptitude Test

Based on the students' scholastic aptitude test results, 89 students, or 43%, were classified as poor; 76 students, or 37%, were classified as adequate; 25 students, or 12%, were classified as good; and 16 students, or 8%, were classified as excellent. The scholastic aptitude test assesses the extent to which students can comprehend and extract key information from provided readings, including drawing conclusions from various pieces of information. Scholastic aptitude represents a fundamental skill necessary for supporting students' academic achievements. The test also evaluates students' quantitative knowledge through basic mathematical problems commonly encountered in everyday life. This numerical knowledge is crucial for developing students' logical, critical, and systematic thinking abilities (Ekawati et al., 2022; Rakhmawati & Mustadi, 2022).

The scholastic aptitude scores of 12th-grade students from Islamic-based schools in Palopo City remain low. This is evidenced by the data showing that only about 20% of students scored above 75. Contributing factors include internal factors such as low reading interest and inadequate arithmetic skills, both of which are significantly correlated (Ismi Nafisah & Bisri, 2024; Nahdi et al., 2023). Additionally, external factors such as the irrelevance of the current curriculum and the lack of intensive guidance for students facing these tests contribute to their low scholastic aptitude. However, some schools have started to allocate extra time for 12th-grade students to study scholastic materials in the second semester by inviting tutoring institutions to teach at the school and provide simulation tests or tryouts.

Strategies to enhance students' capacity to face the National Test-Based Selection (SNBT) examination can be implemented through careful planning, starting with student and teacher recruitment and selection at the input strategy stage. This includes implementing quality improvement policies and strategic management by engaging and mobilizing both internal and external stakeholders in the process strategy, and optimizing synergy in assisting 12th-grade students at the output strategy stage. All school components must actively participate, supported by participatory management applied by the institution's leadership (Hidayat & Nazib, 2024).

Analysis of English Literacy Test Results

The English literacy test was administered to 206 students in the sample. The test consisted of 20 multiple-choice questions. The students' test results are presented in Table 2.

Table 2. Students' English Literacy Test Results

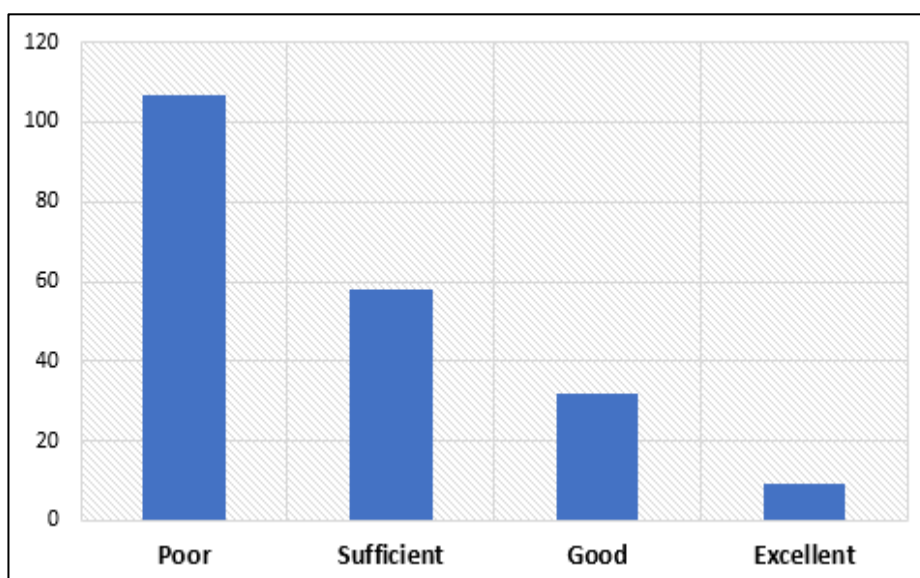| Category	Frequency
Poor	107
Sufficient	58
Good	32
Excellent	9
Total	206

Figure 2. Result of English Literacy Test

Based on the English literacy test results, 107 students, or 52%, were classified as poor; 58 students, or 28%, were classified as adequate; 32 students, or 16%, were classified as good; and 9 students, or 4%, were classified as excellent. The English literacy test assesses students' ability to understand, use, evaluate, and actively interact with English texts, requiring reasoning skills and effective reading strategy knowledge (Resdiana et al., 2024). English literacy skills are fundamental and necessary. Strong literacy skills provide greater opportunities for students to achieve success in the future, including pursuing higher education.

The English literacy scores of 12th-grade students from Islamic-based schools in Palopo City remain concerning. This is evidenced by data showing that only about 20% of students scored above 75. The contributing factors are diverse. The English literacy test in the SNBT assesses students' mastery in reading and understanding texts. Low English literacy skills are generally due to limited vocabulary and inappropriate strategies for answering questions. Additionally, learning anxiety, motivation, and an unsupportive learning environment further contribute to students' low English literacy (Garil, 2024; Karamina et al., 2024).

Strategies to improve English literacy skills can be implemented by enhancing English language learning in schools. Students should be provided with an appropriate learning environment, methods, and media to increase their vocabulary. English teaching should focus on mastering reading skills and understanding texts using scanning and skimming techniques, which need to be emphasized to reduce test completion time (Fatmawan et al., 2023). Intensive guidance is crucial in preparing students for the English literacy test in the SNBT.

Correspondence Analysis

The contingency table between scholastic aptitude and English literacy skills is presented in Table 3.

Table 3. Contingency Table

		English Literacy Skills				Total
		Poor	Sufficient	Good	Excellent	
	Poor	51	27	9	2	89
Scholastic	Sufficient	48	14	11	3	76
Aptitude	Good	6	9	8	2	25
	Excellent	2	8	4	2	16
Total		107	58	32	9	206

The data in Table 3 indicates that the majority of students have scholastic aptitude categorized as poor, with 57% possessing poor English literacy skills. Of the 76 students with adequate scholastic aptitude, 63% also have poor English literacy skills. Only 41 students have good scholastic aptitude, yet 61% of them do not achieve a good level of English literacy. Table 3 also shows that most students with poor and adequate English literacy skills have poor scholastic aptitude. Of the 32 students with good literacy skills, 63% still have scholastic aptitude not classified as good. Similarly, 56% of students with excellent literacy skills also have scholastic aptitude not classified as good.

The relationship between scholastic aptitude and English literacy skills was tested using the chi-square test technique. The results from SPSS are presented in Table 4.

Table 4. Chi-Square Test Results

Dimension	Singular Value	Inertia	Chi Square	Sig.	Proportion of Inertia	
					Accounted for	Cumulative
1	,339	,115			,848	,848
2	,133	,018			,130	,978
3	,055	,003			,022	1,000
Total		,136	27,999	,001a	1,000	1,000

Correspondence analysis uses the chi-square statistical test to examine the significance of the relationship between two variables. Based on Table 4, the chi-square value obtained is 27.999 with a significance value of 0.001. This indicates a significant relationship between scholastic aptitude and English literacy skills. Additionally, the total inertia value obtained is 0.136, meaning that the scholastic aptitude variable can explain 13.6% of the English literacy skills variable, and vice versa. In the Proportion of Inertia column, the values of each dimension are listed in order based on the percentage of variance explained. Based on Table 4, the use of two dimensions is adequate to explain the data variability.

Figure 1 is a biplot (scatter plot) output representing the correspondence analysis of scholastic aptitude and English literacy jointly. Categories that are close to each other in the figure indicate an association between them. The scholastic aptitude variable is used as the central point, so that points from the English literacy variable that are close together are considered as one group.
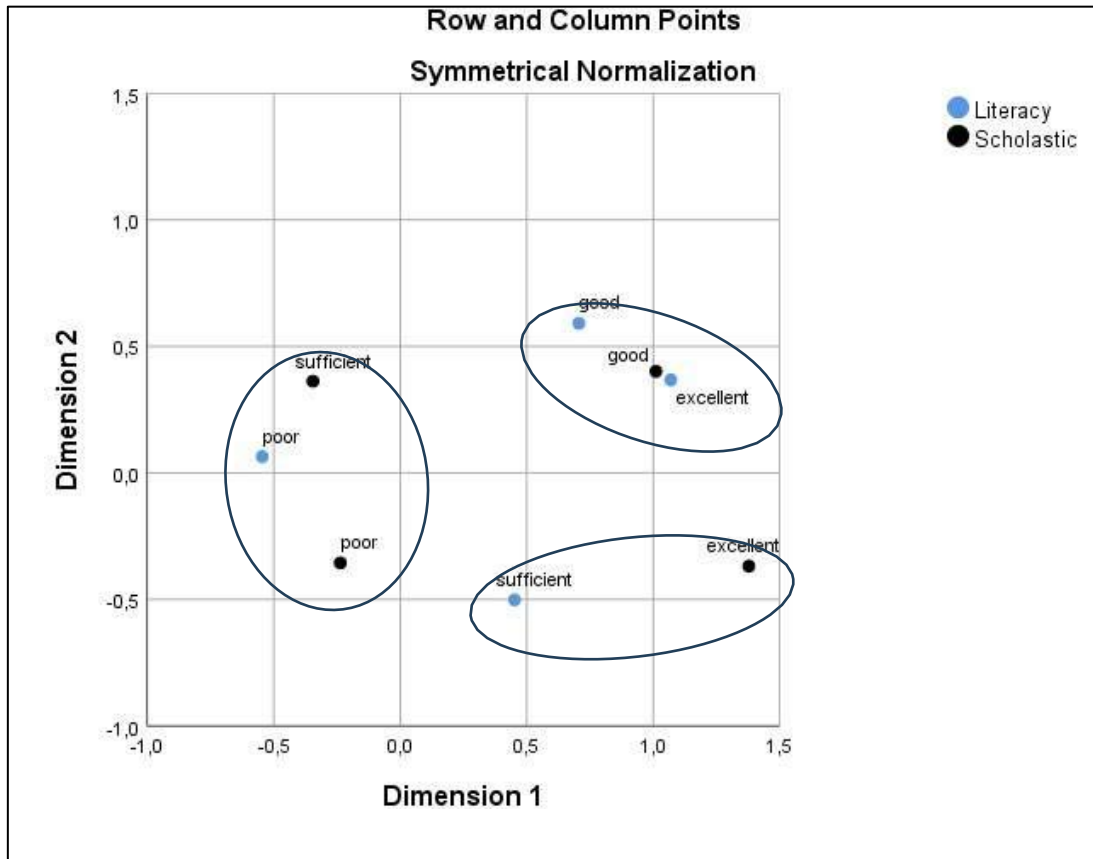
Figure 3. Correspondence Analysis Scatter Diagram

Based on the proximity of points in Figure 1, three groups are formed. These groups indicate:

1. Students with good scholastic aptitude tend to also possess good or even excellent English literacy skills. This condition is typically observed in students with above-average proficiency levels. These students demonstrate a solid understanding of reading and information, exhibit strong abilities in solving quantitative or numerical problems, and master techniques for answering literacy questions. In this group, teachers only need to provide motivation and reinforcement to students.

2. Students with excellent scholastic aptitude but whose English literacy skills are at an adequate level. This situation occurs in students who have a good comprehension of reading, are skilled at drawing conclusions from provided information, and are adept at solving problems requiring numerical calculations, yet they have not mastered the appropriate strategies for answering literacy questions, resulting in wasted time. For this group, workshops or technical guidance are necessary to enhance students'

proficiency.

3. Students whose scholastic aptitude falls into the adequate or poor category tend to have poor English literacy skills. This indicates that students with low scholastic aptitude also possess low English literacy skills. The majority of 12th-grade students from Islamic-based schools in Palopo City fall into this group. Therefore, intensive guidance is crucial to prepare students for scholastic aptitude and English literacy tests in university entrance examinations. Schools can also collaborate with external institutions, such as tutoring centers, that focus on these areas.

Conclusion

Based on the research findings, it can be concluded that the scholastic aptitude and English literacy skills of most 12th-grade students in Islamic-based schools in Palopo City remain low. This is supported by data indicating that only about 20% of students scored above 75. Scholastic aptitude has a significant relationship with English literacy skills, as evidenced by a significance value of < 0.05 in the chi-square test. Correspondence analysis results show that students with good scholastic aptitude also have good or even excellent English literacy skills. Students with excellent scholastic aptitude tend to have English literacy skills at an adequate level. Meanwhile, students whose scholastic aptitude is categorized as adequate or poor also tend to have low English literacy skills. Therefore, intensive assistance is necessary to enhance students' capabilities in facing university entrance examinations, particularly in the subtests of scholastic aptitude and English literacy. This research can be further developed by future researchers by expanding the variables and objects of study.

Acknowledgement

References

Albar, M. K. (2021). Respons dan Minat Masyarakat terhadap Madrasah Terakreditasi A. At-Tarbawi: Jurnal Kajian Kependidikan Islam, 6(1), 1–20.

Aripin, U., Rosmiati, T., & Gunawan, G. (2024). Pembinaan UTBK-SNBT Kategori Penalaran Kuantitatif dan Penalaran Matematika di SMA Kartika XIX-2 Bandung. ABJIS: Al-Bahjah Journal of Islamic Community Service, 1(1), 32–38. https://doi.org/10.61553/abjis.v1i1.37

Bendanillo, A., Arcadio, R. D., Enojardo, J. R. T., & Payusan, G. R. (2024). College Student's English Language Literacy: Challenges and Promising Practices. International Journal of Formal Education, 3(6), 231–244.

Bani, M., & Masruddin, M. (2021). Development of Android-based harmonic oscillation pocket book for senior high school students. JOTSE: Journal of Technology and Science Education, 11(1), 93-103.

Dewi, R., Dalimunthe, R. Z., Putri, U. N., Harmen, H., & Dalimunthe, M. B. (2025). The Comparative Study of General Intelligence and Scholastic in Urban, Highland and Coastal Students. Journal of Education and Learning (EduLearn), 19(1), 394–403. https://doi.org/10.11591/edulearn.v19i1.21209

Ekawati, R., Firdaus, F., & Wahyuni, Y. S. (2022). Pentingnya Literasi Numberasi dalam Kehidupan Sehari-Hari Bersama Radio RRI. Menara Pengabdian, 2(2). https://doi.org/10.31869/jmp.v2i2.3932

Fadilla, A. N., Ningrum, A. S. B., & Nurkholida, E. (2024). The English Literacy Practice, World Knowledge Proficiency, And Text Skimming Of Tenth Grades. Journal of English Teaching, Applied Linguistics and Literatures (JETALL), 7(1), 85. https://doi.org/10.20527/jetall.v7i1.17913

Fatmawan, A. R., Dewi, N. P. A., & Hita, I. P. A. D. (2023). Skimming and Scanning Technique: Is It Effective for Improving Indonesian Students' Reading Comprehension? EDUSAINTEK: Jurnal Pendidikan, Sains Dan Teknologi, 10(3), 1181–1198. https://doi.org/10.47668/edusaintek.v10i3.897

Garil, B. A. (2024). Socio-cultural Factors Affecting Reading Comprehension Levels and Demographic-based Grammatical Competence of Higher Education Students. Forum for Linguistic Studies, 6(3), 184–197. https://doi.org/10.30564/fls.v6i3.6564

Hadi, S. (2022). Profil Kemampuan Penalaran Matematika Dan Potensi Kognitif Siswa Ma Dalam Menyelesaikan Soal Tes Potensi Skolastik (TPS). NUSRA: Jurnal Penelitian dan Ilmu Pendidikan, 3(2), 230–245. https://doi.org/10.55681/nusra.v3i2.456

Herawati, L. (2020). Budaya Literasi Bahasa Membangun Daya Saing Bangsa. Seminar Nasional Pendidikan, FKIP UNMA, 795–799.

Hidayat, R., & Nazib, F. M. (2024). Program Unggulan Sukses Masuk Kampus Sebagai Strategi Meningkatkan Mutu Lulusan. Pendas: Jurnal Ilmiah Pendidikan Dasar, 09(2), 4404–4420.

Husnaini, H. (2022). Development of Self Esteem-Oriented Micro Teaching Materials for IAIN Palopo English Education Students. IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature, 10(1), 538-560.

Isma, A., Basri, M., Abduh, A., Putri, A. M. J., & Hustiana, H. (2024). Empowering E-Learning for English Literacy Development: Insights from Lecturers. JETAL: Journal of English Teaching & Applied Linguistic, 5(2), 146–153. https://doi.org/10.36655/jetal.v5i2.1495

Ismi Nafisah, A., & Bisri, M. (2024). The Relationship between Reading Interest and the Ability to Solve Mathematics Story Problems in Elementary School Students. JENIUS (Journal of Education Policy and Elementary Education Issues), 5(1), 22–31. https://doi.org/10.22515/jenius.v5i1.8785

Ismayanti, D., Said, Y. R., Usman, N., & Nur, M. I. (2024). The Students Ability in Translating Newspaper Headlines into English A Case Study. IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature, 12(1), 108-131.

Karamina, W., Astrid, A., & Amriana, R. D. (2024). Factors Affecting Students' Anxiety In Reading Comprehension Of High School Students In Palembang. Language and Education Journal, 9(1).

Khasbulloh, M. N. (2020). Preferensi Masyarakat dalam Pemilihan Lembaga Pendidikan Islam: Studi Pada SD NU Insan Cendekia Kediri. JoIEM, 1(2), 51–66.

Krisna, I. I. (2019). Prediksi Tes Bakat Skolastik Terhadap Prestasi Belajar Siswa Sekolah Menengah Atas. Indonesian Journal of Educational Assesment, 1(1), 35–44. https://doi.org/10.26499/ijea.v1i1.5

Lazulfa, I., & Andriani, A. (2021). Pengenalan dan Pelatihan Pemahaman Materi Tes Potensi Skolastik Bagi Siswa Madrasah Aliyah. Seminar Nasional SAINSTEKNOPAK Ke-5, 1–6.

Maulidia, N., & Wulandari, S. P. (2022). Analisis Cluster dan Korespondensi terhadap Indikator Pertumbuhan Penduduk Kota Surabaya Tahun 2020. Jurnal Sains Dan Seni ITS, 11(1), 2337–3520.

Masruddin, M., & Nasriandi, N. (2022). Lexical and Syntactical Errors Performed by Junior High School Student in Writing Descriptive Text. IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature, 10(1), 1094-1100.

Nahdi, D. S., Cahyaningsih, U., Jatisunda, M. G., & Rasyid, A. (2023). Mathematics Interest and Reading Comprehension as Correlates of Elementary Students'

Mathematics Problem-Solving Skills. Edukasiana: Jurnal Inovasi Pendidikan, 3(1), 115–127. https://doi.org/10.56916/ejip.v3i1.510

Nessa, W., & Nugraha, Y. S. (2019). Relationship Between Computational Thinking and Number Sense Ability among Fifth-Grade Students in Bandung Indonesia. PEOPLE: International Journal of Social Sciences, 5(3), 224–232. https://doi.org/10.20319/pijss.2019.53.224232

Nur'aini, K. D., Ruslau, M. F. P., & Musamus, U. (2023). Persepsi Siswa terhadap Kinerja Guru Matematika pada Kompetensi Profesional. Mathema: Jurnal Pendidikan Matematika, 5(1), 30–41.

Rakhmawati, Y., & Mustadi, A. (2022). The Circumstances of Literacy Numeracy Skill: Between Notion and Fact from Elementary School Students. Jurnal Prima Edukasia, 10(1), 9–18. https://doi.org/10.21831/jpe.v10i1.36427

Resdiana, W., Yulientinah, D. S., Armiati, S., & Mulyanti, K. (2024). Tes Literasi Bahasa Inggris Secara Online Untuk Mengukur Kesiapan Siswa Di Snbt 2023/2024. Jurnal Pengabdian Kolaborasi dan Inovasi IPTEKS, 2(3), 760–767. https://doi.org/10.59407/jpki2.v2i3.729

Ruegg, R., Hoang, H., & Petersen, N. (2024). The Influence of English Language Proficiency Test Scores on the Academic Success of ESL Undergraduate Students. Educational Research and Evaluation, 29(3–4), 111–129. https://doi.org/10.1080/13803611.2024.2314533

Salamah, A. (2018). Minat Masyarakat Menyekolahkan Anak (Studi Kasus Pada Mts An-Nur Sp3 Bangun Jaya Kecamatan Balai Riam Kabupaten Sukamara). IAIN Palangkaraya.

Sensualita, I. (2021). Meningkatkan Kualitas Pembelajaran Guru TK dan SD melalui Penelitian Tindakan Kelas. Pustaka Rumah Cinta.

Setiawan, R., Mitasari, Z., & Wijaya, E. M. S. (2020). Kreativitas Pemecahan Masalah Tes Potensial Skolastik (TPS) Numerikal Siswa Brits Indonesia ditinjau dari Kemampuan Number Sense-nya. Didaktis: Jurnal Pendidikan dan Ilmu Pengetahuan, 20(3), 254–260.

Singh, Y., & Johal, D. S. (2024). Scholastic Achievement among Adolescents: Role of Unique Aspects of Home and School Conditions. Asian Journal of Education and Training, 10(2), 118–123. https://doi.org/10.20448/edu.v10i2.5736

Sriyati, S. (2022). Analisis Hasil Tes Potensi Skolastik sebagai Indikator Kesiapan Siswa Menghadapi Tes UTBK 2022. Tarbiyah Wa Ta'lim: Jurnal Penelitian Pendidikan dan Pembelajaran, 74–83. https://doi.org/10.21093/twt.v9i1.4210

Sriyati, S. (2023). Analisis Korelasi Potensi Skolastik dengan Kemampuan Akademik Siswa Kelas 12 SMAN 1 Situbondo. JURNAL PEMBELAJARAN FISIKA, 11(4),

174–181. https://doi.org/10.19184/jpf.v11i4.35463

Ummayyah, S. S., Hadi, I., & Santoso, D. A. A. (2022). Analisis Soal Tes Potensi Skolastik Bahasa Inggris Ujian Tulis Berbasis Komputer Seleksi Bersama Masuk Perguruan Tinggi Negeri Berdasarkan Keterampilan Berpikir Tingkat Tinggi Taksonomi Bloom. SINASTRA, 1(1), 184–191.

Warnby, M. (2024). Exploring Student Agency in Narratives of English Literacy Events across School Subjects. Education Sciences, 14(5), 447. https://doi.org/10.3390/educsci14050447

Xuan Lam, P., Mai, P. Q. H., Nguyen, Q. H., Pham, T., Nguyen, T. H. H., & Nguyen, T. H. (2024). Enhancing Educational Evaluation through Predictive Student Assessment Modeling. Computers and Education: Artificial Intelligence, 6, 100244. https://doi.org/10.1016/j.caeai.2024.100244

Zheng Dahu. (2024). Exploring the Effect of Corrective Feedback on the Acquisition of Academic English Literacy Among Undergraduate Students: A Case Study. US-China Foreign Language, 22(4). https://doi.org/10.17265/1539-8080/2024.04.006