



### An Investigation of Students' Beliefs About Language Learning at MTs Dar El Hikmah Pekanbaru

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#### Abstrak

Keyakinan siswa tentang pembelajaran bahasa adalah gagasan mendasar yang mereka pegang tentang apa itu bahasa dan bagaimana bahasa itu diperoleh. Selanjutnya, komponen psikologis kehidupan siswa, mempengaruhi perilaku dan harapan mereka untuk pembelajaran bahasa terkait dengan keyakinan mereka tentang pembelajaran bahasa itu sendiri. Penelitian ini bertujuan untuk menyelidiki keyakinan siswa dalam belajar bahasa Inggris dengan menggunakan metode kuantitatif deskriptif. Dari 127 siswa yang menjadi populasi penelitian di MTs Dar El Hikmah Pekanbaru, diambil 83 siswa sebagai sampel untuk mengikuti penelitian ini. Teknik yang digunakan untuk memilih sampel adalah teknik insidental. Oleh karena itu, untuk mengukur kepercayaan siswa tentang pembelajaran bahasa Inggris mereka, para peneliti memberikan Kuesioner BALLI yang diadaptasi oleh Horwitz (1988). Dengan menggunakan analisis aplikasi SPSS 23.0, peneliti mengungkapkan bahwa mayoritas siswa merasa positif terhadap pembelajaran bahasa Inggris dengan kategori baik pada tingkat kepercayaannya. Temuan studi ini juga mengungkapkan bahwa keyakinan siswa tentang belajar bahasa Inggris, kepercayaan pada bakat bahasa menempati peringkat tertinggi dengan skor rata-rata 34. Kemudian, diikuti oleh keyakinan tentang strategi pembelajaran dan komunikasi dengan skor rata-rata 34. 29, dan keyakinan tentang keyakinan dasar dalam pembelajaran bahasa Inggris di peringkat ketiga dengan skor rata-rata 26. Dua posisi terakhir adalah keyakinan tentang kesulitan belajar bahasa Inggris dengan skor rata-rata 19 dan keyakinan tentang motivasi dan ekspektasi dalam pembelajaran bahasa Inggris dengan skor rata-rata 16.

**Kata kunci:** *Pengajaran Bahasa Inggris, Keyakinan tentang Pembelajaran Bahasa*

#### Abstract

Students' beliefs about language learning are fundamental ideas they hold about what a language is and how it is acquired. Further, the psychological component of students' lives, influences their behavior and expectations for language learning is tied to their beliefs about language learning itself. This study was aimed at investigating students' belief in learning English by employing a descriptive quantitative method. From 127 students as the study population in MTs Dar El Hikmah Pekanbaru, 83 of them were taken as samples to participate in this research. The technique used to select the samples is an incidental

technique. Hence, to measure the students' beliefs about their English language learning, the researchers administered the adapted BALLI Questionnaire by Horwitz (1988). By using an analysis SPSS 23.0 application, the researchers revealed that the majority of students were feeling positive about English language learning with a good category in the level of their beliefs. The study's findings also revealed that when it came to students' beliefs about learning English, the belief in talent for the language ranked highest with an average score of 34. Then, it is followed by beliefs about learning strategy and communication with an average score of 29, and beliefs about the basics in English language learning at the third rank with an average score of 26. The last two positions are the beliefs about the difficulty of English language learning with an average score of 19 and the beliefs about motivation and expectation in English language learning with an average score of 16.

**Keywords:** *English Language Teaching, Belief about Language Learning*

## **INTRODUCTION**

One of the challenges garnering researchers' interest in the fields of second and foreign language acquisition and English learning in recent decades is the learner characteristics that influence the learners' achievement in language learning. One of the research areas has been the beliefs about language learning and how students acquire a second or foreign language. Studies have shown that language learners have preconceived notions or beliefs about language and language acquisition and that these notions influence their behavior and expectations in the learning process. To help learners adjust their beliefs to facilitate their language acquisition with positive beliefs, several studies on language learners' beliefs have been undertaken (such: Castro & Mail, 2017; Al-Malki & Javid, 2018; Sevik, et al, 2018; Aslan & Thompson, 2018; Adithepsathit & Wudthayagorn, 2018; Shibata, 2019; Krstinic & Rugolf, 2020; Palinkasevic & Brkic, 2020; Koad & Waluyo, 2021; Saha, 2021).

The teacher can aid students' learning by being aware of their beliefs about language learning. The teacher not only gives the students helpful resources and learning strategies but also listens to what they think about the language and how to learn language. To assist the teacher in establishing appropriate teaching goals and approaches, Krstinic and Rugolf (2020) stated that ideas about language learning are worth investigating. For students to use their beliefs to enhance their language acquisition, teachers must emphasize the significance of beliefs and offer them the chance to reflect on their own beliefs (Amrullah, et al., 2018). Knowing the students' beliefs also enables the teachers to motivate the students with their positive beliefs, and if the students have negative beliefs, the teacher may successfully address those as well (Al-Maliki, 2018). Furthermore, foreign language teachers should take into account the fact that students may bring these views into the classroom if beliefs about language learning are pervasive in the culture at large. According to Buyukyazi (2010) in Sevik, et al., (2018) a student's beliefs affect their consciousness, attitude, learning strategies, and learning policies when it comes to learning a language. For instance, if students think that learning a language largely entails picking up new words, they would focus most of their learning time on vocabulary development. These ideas, however, can support their learning by enriching their vocabulary or hinder the development of other skills.

The students' beliefs about language learning will affect their direction of language study. Both their positive and negative beliefs impact their learning. It will be more pleasurable and less stressful for students to study a language if they have a positive belief in doing so (Jusoh, 2017). On the other hand, if they have a misconception about a language, it might also affect how they acquire it and may harm their learning process. Beliefs regarding language learning have an impact on both the students' progress and the actual process of learning a language.

According to the explanation given previously, the researchers concluded that helping students succeed in their English language learning requires acknowledging their beliefs. Numerous foreign countries, including Indonesia, have studied the significance of beliefs in language teaching and learning (Like: Iswati, 2019; Maulina, 2018; Novitasari, et al., 2017; Amrullah, et al., 2018; Hayati, 2015). The students' attitudes toward studying English may be impacted by the language's status as a second or foreign language. For instance, because English is a foreign language and not a daily life language, it may be possible for students to develop unfavorable thoughts about the language they are learning, which may affect their motivation (Amrullah., et al., 2018). As a result, the researchers were interested in investigating how Indonesian students who are studying English as a foreign language see their language learning. As suggested by Horwitz (1988), it is best to gauge students' beliefs toward language learning early to have positive pedagogical impacts on future learning (Vibulphol, 2004).

In Indonesia, in MTs Dar El Hikmah Pekanbaru in particular, the school provides students with two foreign languages, Arabic and English. However, in this study, the researchers concentrated only on the students' beliefs about learning English as a foreign language. The 2013 Curriculum was used by this institution as the model for its English teaching and learning strategies. In this school, English lessons were taught twice a week. Students at this school must receive a minimum score of 75 on their final exam. The Dar El Hikmah boarding school's rules required that the students speak a foreign language during each of their four daily activities in addition to the English lesson. The researchers discovered that the students' beliefs regarding learning the English language varied based on the pre-research observation. Some students were lack of motivation to learn English because they assumed that speaking the language is not crucial to their daily lives. The researchers also discovered that some of them simply concentrated on memorizing and neglected language practice because they were ashamed of their poor English. Other students, however, were motivated to study the language because they believe it to be significant. However, some of them still regarded the English language as important and they were still interested in and motivated to learn it.

Although some of the students had strong ideas about learning a language, their beliefs prevented them from being fully engaged in their learning, as was confirmed by the English teacher. The teacher additionally highlighted students' inability to learn English was caused by a lack of motivation and misconceptions about the subject. In this case, the researchers were interested to investigate students' beliefs about English Foreign Language at MTs Dar El Hikmah Pekanbaru.

## **METHODOLOGY**

This study uses a descriptive quantitative design and is quantitative in nature. This research examined students' beliefs about learning a foreign language, particularly English. This research has one variable which is beliefs about foreign language learning and the study was conducted at MTs Dar El Hikmah Pekanbaru. The researchers handed over a questionnaire to the dormitory supervisor because the researchers were prohibited from having direct contact with students due to the school's policy designed to prevent the spread of the Coronavirus. In other words, the dormitory supervisor distributed the questionnaires to the students and handed them back to the researchers.

The subjects of this research are students of the Eight Grade of MTs Dar El Hikmah Pekanbaru in the academic year 2020/2021, while the study object is the students' beliefs about English language learning. To classify the sample size for this research, the researchers took into account the size of the population and employed the formula of technique sampling developed by Isaac and Michael. With a 10% error level, the

researchers selected 83 students as the sample for this study out of the 127 students who made up the overall population. The researchers employed incidental technique sampling in this investigation. Any student who completed the questionnaire was accepted as a sample by the researchers.

The researchers used a questionnaire to collect information about the student's beliefs about language learning. The researchers modified Horwitz's Beliefs About Language Learning Inventory (BALLI) questionnaire from Sevik, et al (2018). 34 items on a Likert scale are part of the BALLI. BALLI has been reported to have good validity and reliability. Kuntz (1996) also regarded the BALLI as an instrument that is valid and reliable to measure students' beliefs about language learning. It is also strengthened by Isnawati (2019) that BALLI has been widely used in a lot of research on learners' beliefs about language learning so the validity of the instrument is high. Indeed, this BALLI questionnaire evaluates five aspects of beliefs about language learning: beliefs about foreign language aptitude (9 items), beliefs about the difficulty of language learning (6 items), beliefs about the nature of language learning (7 items), beliefs about learning and communication strategies (8 items) and beliefs about motivations and expectations (4 items). A five-point Likert scale, from strongly disagree to strongly agree, was used to rate the students' responses. The questionnaire was written in two languages—English and Indonesian, to prevent misunderstandings in the research samples.

The data collected from the questionnaire were analyzed using a statistical procedure that is appropriate in responding to the research question. After the data were collected, the researchers employed statistical techniques namely descriptive analysis. After scoring the students' responses to the questionnaire, the researchers analyzed the data using SPSS 23.0 application program. The students' beliefs were categorized into five categories; very good, good, slightly good, poor, and very poor. The categorization in this research used the formula by Azwar (2013) as follows: Very poor:  $x \leq \mu - 1,5 \sigma$ ; Poor:  $\mu - 1,5 \sigma < x \leq \mu - 0,5 \sigma$ ; Slightly good:  $\mu - 0,5 \sigma < x \leq \mu + 0,5 \sigma$ ; Good:  $\mu + 0,5 \sigma < x \leq \mu + 1,5 \sigma$ ; Very good:  $\mu + 1,5 \sigma$ .

## RESULTS AND DISCUSSION

After analyzing the data obtained from questionnaire, the researchers analyzed the category, percentage, and frequency of students' score on their beliefs about English language learning as in the followings.

**Table 1**  
**The Frequency and Percentage of Student's Beliefs about Language Learning**

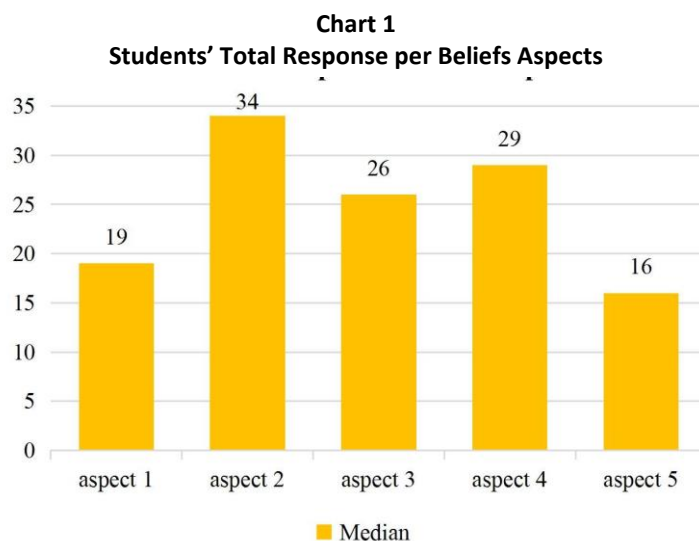
Category	Range Score	Frequency	Percentage
Very poor	$X \leq 67,5$	0	0%
Poor	$67 \leq x < 90$	0	0%
Slightly good	$90,5 \leq x < 135$	7	8,4%
Good	$113,5 \leq x < 136$	67	80,7%
Very good	$136,5 \leq x$	9	10,8%
Total		83	100%

It is clear from the above table that the students' beliefs about English language learning are only categorized into 3 different levels: Slightly good (7 students, 8.4%), good (67 students, 80.7%), very good (9 students, 10.8%). The majority of the students are in a good category, meaning that most of the students have a positive belief toward English language learning. Then, the total responses of students are presented in the following table.

**Table 2**  
**The Total Responses of Each Aspects of Students' Beliefs**

No	Aspect	Score	Median
1	Beliefs about difficulty of language learning	1591	19
2	Beliefs about language learning aptitude	2851	34
3	Beliefs about nature in language learning	2197	26
4	Beliefs about learning and communication strategies	2378	29
5	Motivation and expectation in language learning	1326	16

As can be seen from Table 2, the students' beliefs regarding their language learning aptitude are the highest, with a mean value of 34. It is followed by beliefs about language learning and communication strategies, which have a mean value of 29, beliefs regarding the nature of language learning, which have a mean value of 26, and beliefs regarding the difficulty of language learning, which have a mean value of 19. The view that students had regarding their motivation and expectations in language learning has the lowest mean value (16). This finding is also best described by the chart below.



*Note:* Aspect 1: beliefs about difficulty of language learning; Aspect 2: beliefs about language learning aptitude; Aspect 3: beliefs about nature in language learning; Aspect 4: beliefs about learning and communication strategies; Aspect 5: beliefs about motivation and expectation in language learning.

Based on the above chart, it can be seen that the highest belief is beliefs about language learning aptitude. It is followed by beliefs about learning and communication strategies, beliefs about nature in language learning, beliefs about the difficulty of language learning, and the belief about motivation and expectation in language learning at last.

To grasp students' beliefs about language learning, the researchers also describe the findings based on each aspect of the beliefs which is given below.

## 1. Beliefs About Difficulty of Language Learning

Regarding the students' beliefs about the difficulty of language learning, the researchers administered and analyzed six items. The items related to it are items 3, 4, 6, 14, 24, and 28.

**Table 3**  
**Beliefs About the Difficulty of Language Learning**

Item	Statement	Score	Frequency	Percentage
3	Some languages are easier to learn than others.	1	0	0%
		2	4	4,80%
		3	23	27,70%
		4	40	48,20%
		5	16	19,30%
4	The language I am trying to learn is: 1) very difficult language, 2) a difficult language, 3) a language of medium difficulty, 4) an easy language, 5) a very easy language,	1	0	0%
		2	2	2,4%
		3	49	59%
		4	25	30,1%
		5	7	8,4%
6	I believe that I will ultimately learn to speak this language very well.	1	0	0%
		2	1	1,2%
		3	24	28,9%
		4	43	51,8%
		5	15	18,1%
14	If someone spent one hour a day learning a language how long would it take him/her to become fluent? 1) less than a year, 2) 1-2 years, 3) 3-5 years, 4) 5-6 years, 5) you can't learn a language in 1 hour a day,	1	24	28,9%
		2	33	39,8%
		3	13	15,7%
		4	3	3,6%
		5	10	12%
24	It is easier to speak than to understand a foreign language	1	4	4,8%
		2	18	21,7%
		3	26	31,3%
		4	32	38,6%
		5	3	3,6%
28	It is easier to read and write this language than to speak and understand it.	1	6	7,2%
		2	35	42,2%
		3	31	37,3%
		4	9	10,8%
		5	2	2,4%

The data for Table 3 is obtained from the questionnaire. According to the table, 40 out of 83 students agreed that some languages are easier than others, while 23 students were neutral, 16 strongly agreed, and only 4 students disagreed that the languages are easier. Also, it indicates the students' beliefs of how challenging language learning is. Based on the results, it can be shown that 49 out of 83 students thought learning English was

quite difficult, 25 thought it was easy, and 7 thought it was very easy. Although no student believed that learning English was very difficult, 2 students (2,4%) responded that it was difficult.

The data also shows that students held a variety of beliefs regarding how long it would take someone studying English for an hour a day to become fluent. 24 students (28,9%) thought that learning English for an hour a day would result in fluency in less than a year, 33 students (39,8%) thought it would take 1-2 years, 13 students (15,7%) thought it would take 3-5 years, 3 students (3,6%) thought it would take 5-6 years, and 10 students (12%) thought they could not learn English in that amount of time. The students' opinions on whether it is easier to speak or understand English varied as well. According to 32 students (38,6%), and 3 students (3,6%) speaking English is easier than understanding it, and, they strongly agreed about this statement. Then, 26 students (31,3%) agreed with the statement, 18 students (21,7%) disagreed, and 4 students (4,8%) strongly disagreed.

Also, they held a variety of opinions about whether it is easier to read, write, and comprehend English. Reading and writing English is simpler than understanding it, according to 35 students (42,2%), 31 students (37,3%) who disagreed, 9 students (10,8%), 2 students (2,4%), who agreed, and 6 students (7,2%) who strongly disagreed. A total of 24 students (28,9%) were neutral, 43 students (51,8%) agreed, 15 students (18,1%) strongly agreed, and only 1 student (1,2%) disagreed that they would be able to learn English very well.

## 2. Beliefs about Language Learning Aptitude

The following table is the results of students' responses about beliefs in language learning aptitude which is obtained from item numbers 1, 2, 10, 15, 22, 29, 32, 33, and 34.

**Table 4**  
**Beliefs about Language Learning Aptitude**

Item	Statement	Score	Frequency	Percentage
1	It is easier for children than adults to learn a	1	1	1,2%
		2	3	3,6%
		3	16	19,3%
		4	33	39,8%
		5	30	36,1%
3	Some people are born with a special ability which helps them learn a foreign language.	1	1	1,2%
		2	2	2,4%
		3	20	24,1%
		4	43	51,8%
		5	17	20,5%
10	It is easier for someone who already speaks a foreign language to learn another one.	1	0	0%
		2	1	1,2%
		3	12	14,5%
		4	54	65,1%
		5	16	19,3%
15	I have a foreign language aptitude.	1	3	3,6%
		2	14	16,9%
		3	27	32,5%
		4	34	41%
		5	5	6%



22	Women are better than men at learning foreign language	1	9	10,8%
		2	24	28,9%
		3	23	27,7%
		4	15	18,1%
		5	12	14,5%
29	People who are good at math and science are not good at learning foreign languages.	1	2	2,4%
		2	7	8,4%
		3	6	7,2%
		4	47	56,6%
		5	21	25,3%
32	People who speak more than one language well very intelligent	1	0	0%
		2	2	2,4%
		3	13	15,7%
		4	28	33,7%
		5	40	48,2%
33	Indonesian are good at learning foreign languages	1	0	0%
		2	5	6%
		3	36	43,4%
		4	34	41%
		5	8	9,6%
34	Everyone can learn to speak a foreign language	1	0	0%
		2	2	2,4%
		3	6	7,2%
		4	34	41%
		5	41	49,4%

According to Table 3, 33 out of 83 students (or 39.8%) of the total believed that learning a foreign language is easier for children than it is for adults. Following this, there were 16 students (19.3%) who were indifferent, 30 students (36,1) who strongly agreed, 3 students who disagreed, and 1 student who strongly disagreed. Then, the table also reveals that the majority of students held the belief that some individuals are born with a unique ability for learning a foreign language. Then, 43 students from 83 (51.8%) agreed with this statement. It is followed by 20 students who were neutral, 17 students strongly agreed with the percentage of 20,5%, 2 students disagreed with the percentage of 2,4%, and 1 student strongly disagreed with the percentage of 1,2%. Furthermore, 34 of 83 students believed that they have an aptitude in foreign language learning with percentage, 41%, 5 students (6%) strongly agreed to this item, 14 students (16,9%) disagreed and 3 students (3,6%) strongly disagreed while 27 students (32,5%) were neutral.

The data also shows that the students had various beliefs about whether women are better than men at learning a foreign language. There 24 students out of 83 students (28,9%) disagreed. It is followed by 23 students (27,7%) who were neutral, 15 students (18,1%) agreed, 12 students (14,5%) strongly agreed and 9 students (10,8%) strongly disagreed. The students also had varied answers about the item saying that "people who are good at math and science are not good at learning a foreign language. 47 students (56,6%) agreed to this statement, 21 students (25,3%) strongly agreed, 6 students (7,2%) were neutral, 7 students (8,4%) disagreed, and 2 students (2,4%) strongly disagreed. They also believed that it is easier for someone who already speaks a foreign



language to learn another language. There were 54 of 83 students who agreed with this statement, with a percentage of 65,1%, 16 students (19,3%) strongly agreed, 12 students (14,5%) were neutral, while only 1 student (1,2%) disagreed. There were 40 students of 83 students (48,2%) who strongly agreed that people who speak more than one language well are very intelligent. 28 students (33,7%) agreed with this item, it is followed by 13 students (15,7%) who were neutral, 2 students (2,4%) disagreed and there were no students who strongly disagreed with this item. The students also had varied answers to the item and said that Indonesian are good at learning foreign languages. 36 students were neutral, 34 students (41%) agreed, 8 students (9,6%) strongly agreed, and 5 students (6%) disagreed with this item. Furthermore, 41 students out of 83 students (49,4%) strongly agreed that everyone can learn to speak a foreign language. It is followed by 34 students (41%) agreeing, 6 students were neutral, 2 students (2,4%) disagreeing, and there was no student strongly disagree.

### 3. Beliefs About Nature in Language Learning

The following table is the information found about students' beliefs regarding to the nature in language learning obtained from questionnaire item number 5, 8, 11, 16, 20, 25, and 26.

**Table 5**  
**Beliefs about Nature in Language Learning**

Item	Statement	Score	Frequency	Percentage
5	Language i am trying to learn is structured in the same way as Indonesian	1	5	6%
		2	13	15,7%
		3	17	20,5%
		4	42	50,6%
		5	6	7,2%
8	It is necessary to know the foreign culture in order to speak	1	2	2,4%
		2	20	24,1%
		3	27	32,5%
		4	30	36,1%
		5	4	4,8%
11	It is better to learn a foreign language in the foreign country	1	0	0%
		2	23	27,7%
		3	17	20,5%
		4	20	24,1%
		5	23	27,7%
16	Foreign language is mostly a matter of learning a lot of new vocabulary words.	1	0	0%
		2	0	0%
		3	6	7,2%
		4	56	67,5%
		5	21	25,3%
20	Learning a foreign language is mostly a matter of learning a lot of grammar rules	1	0	0%
		2	1	1,2%
		3	8	9,6%
		4	32	38,6%
		5	42	50,6%

25	Learning a foreign language is different from learning other	1	2	2,4%
		2	12	14,5%
		3	17	20,5%
		4	25	30,1%
		5	27	32,5%
26	Learning a foreign language is mostly a matter of translating from Indonesian	1	0	0%
		2	2	2,4%
		3	12	14,5%
		4	46	55,4%
		5	23	27,7%

From Table 5, it can be seen that there were various responses to students' beliefs about nature in language learning: 42 students (50,6%) agreed, 6 students (6,2%) students strongly agreed, 17 students (20,5%) were neutral, 13 students (15,7%) disagreed, and 5 students (6%) strongly disagreed. The table also shows that mostly the students agreed about the necessity of knowing a foreign culture to learn a foreign language, with a total of 30 students (36,1%) agreeing and 4 students (4,8%) strongly agreeing to this item. Then, 20 students (24,1%) disagreed, 2 students (2,4%) strongly disagreed and 27 students (32,5%) were neutral to this item. There were also 20 students (24,1%) who agreed and 23 students (27,7%) who strongly agreed that it is better to learn a foreign language in a foreign country while 23 students (27,7%) disagreed and 17 students (20,5%) were neutral.

Most of the students also agreed that learning English is mostly a matter of learning new vocabulary with a total of 56 students out of 83 students (67,5%). It is followed by 21 students (25,3%) who strongly agreed, 6 students (7,2%) who were neutral, and there were no students who disagreed and strongly disagreed with this item. They also believed that learning a foreign language is mostly a matter of learning a lot of grammar rules with a total of 42 students out of 83 students strongly agreed and 32 students agreed while 8 students were neutral and 1 student disagreed.

There were 46 students (55,4%) agreed that learning a foreign language (English) is mostly a matter of translating from Indonesian, 23 students (27,7%) strongly agreed, 12 students (14,5%) were neutral, 2 students (2,4%) disagreed, and there was no student strongly disagree. There were 27 students out of 83 students (32,5%) who believed that learning English is different from learning other school subjects. It is followed by 25 students (30,1%) who agreed, 17 students (20,5%) were neutral, 12 students (14,5%) disagreed, and 2 students (2,4%) strongly disagreed with this statement.

#### 4. Beliefs About Learning and Communication Strategies

Table 6 below is the results of students' beliefs regarding learning and communication strategies obtained from item number 17, 21, 7, 9, 12, 13, 18, and 19.

**Table 6**  
**Beliefs About Learning and Communicating Strategies**

Item	Statement	Score	Frequency	Percentage
17	It is important to repeat and practice a lot.	1	0	0%
		2	0	0%
		3	9	10,8%

		4	35	42,2%
		5	39	47%
21	It is important to practice in the language laboratory.	1	1	1,2%
		2	11	13,3%
		3	20	24,1%
		4	31	37,3%
		5	20	24,1%
7	It is important to speak a foreign language with an excellent accent.	1	2	2,4%
		2	9	10,8%
		3	20	24,1%
		4	41	49,4%
		5	11	13,3%
9	You shouldn't say anything in the foreign language until you say it correctly.	1	1	1,2%
		2	12	14,5%
		3	11	13,3%
		4	42	50,6%
		5	17	20,5%
12	If I heard someone speaking the language I am trying to learn, I would go up to them so that I could practice speaking the language.	1	0	0%
		2	3	3,6%
		3	23	27,7%
		4	43	51,8%
		5	14	16,9%
13	It's ok to guess if you don't know a word in the foreign language.	1	2	2,4%
		2	41	49,4%
		3	23	27,7%
		4	11	13,3%
		5	6	7,2%
18	I feel self-conscious speaking the foreign Language in front of others.	1	0	0%
		2	2	2,4%
		3	16	19,3%
		4	40	48,2%
		5	25	30,1%
19.	If you are allowed to make mistakes in the beginning it will be hard to get rid of them later on.	1	5	6%
		2	40	48,2%
		3	22	26,5%
		4	13	15,7%
		5	3	3,6%

From Table 6, it can be seen that most of the students agreed and strongly agreed with the item related to the importance of repetition and practice in language learning with a total of 35 students (42,2%) agreeing and 39 students (47%) strongly agreeing. There were no students who disagreed and strongly disagreed meanwhile

only 9 students (10,8%) were neutral about this item. Most of them agreed and strongly agreed about the importance of practicing in the language laboratory with a total of 31 students (37,3%) agreeing and 20 students (24,1%) strongly agreed, while 20 students (24,1%) were neutral, 11 students (13,3%) disagreed and only 1 student (1,2%) strongly disagreed to this item. The students' responses about the importance of an excellent accent in speaking also vary. 41 students (49,4%) agreed to this item, 11 students (13,3%) strongly agreed, 20 students (24,1%) were neutral, 9 students (10,8%) disagreed and 2 students (2,4%) strongly disagreed. In addition, 42 students (50,6%) agreed and 17 students (20,5%) strongly agreed and 11 students (13,3%) were neutral that they should not say anything until they can say it correctly, but there were 12 students (14,5%) disagrees and 1 student (1,2%) strongly disagreed to this item.

There were 41 of 83 students disagreed about guessing a word in a foreign language, 2 students (2,4%) strongly disagreed, 23 students (27,7%) were neutral, 11 students (13,3%) agreed and 6 students (7,2%) strongly agreed that they may guess a word in a foreign language. However, 40 students (48,2%) disagreed and 5 students (6%) strongly disagreed to the item saying that "If you are allowed to make mistakes in the beginning, it will be hard to get rid of them later on", 22 students (26,5%) were neutral, 13 students (15,7%) agreed and 3 students (3,6%) strongly agreed. More than 50 students admitted that they feel self-conscious speaking in front of other people, 16 students (19,3%) were neutral and only 2 students (2,4%) disagreed with this item.

Despite their consciousness of speaking in front of other people, 43 students (51,8%) agreed and 14 students (16,9%) strongly agreed that they are willing to go up to conversation to practice their language. However, there were 23 students (27,7%) were neutral, and 3 students (3,6%) disagreed that they are willing to go up to conversation to practice their language. According to the students' responses to item 12, 43 students (51,8%) agreed and 14 students (16,9%) strongly agreed that they would go up to a conversation to practice their language, 23 students (27,7%) were neutral and 3 students (3,6%) disagreed to this item.

## 5. Beliefs about Motivation and Expectation in Language Learning

There are 4 items related to students' beliefs about motivation and expectations in language learning. The below table is their results after being analyzed by the researchers.

**Table 7**  
**Beliefs About Motivation and Expectation in Language Learning**

Item	Statement	Score	Frequency	Percentage
23	If I get to speak this language very well, I will have many opportunities to use it.	1	0	0%
		2	0	0%
		3	11	13,3%
		4	53	63,9%
		5	19	22,9%
27	If I learn to speak this language very well, it will help me get a good job.	1	0	0%
		2	0	0%
		3	10	12%
		4	52	62,7%
		5	21	25,3%
30	Indonesian think that it is important to	1	0	0%

	speak a foreign language.	2	3	3,6%
		3	32	38,6%
		4	39	47%
		5	9	10,8%
31	I would like to learn this language so that I can get to know its speakers better.	1	0	0%
		2	0	0%
		3	9	10,8%
		4	57	68,7%
		5	17	20,5%

Table 7 informs the students' motivation and expectations in language learning, 53 students (63,9%) agreed and 19 students (22,9%) strongly agreed that they will have many opportunities to use the language they learn while 11 students (13,3%) were neutral. 73 of 83 students also believed that learning a foreign language will help them to get a good job and only 10 students (12%) were neutral on this item. 39 students (47%) also agreed with the item and said that "Indonesian think that it is important to speak a foreign language", 9 students strongly agreed, 3 students (3,6%) disagreed and 32 students (38,6%) were neutral to this item. 57 students (68,7%) also agreed that they like to learn English so that they would know its speaker better and also 17 students (20,5%) strongly agreed and only 9 students (10,8%) were neutral about this item.

Based on the data that were presented and analyzed before, it can be seen that in general, the students had a slightly good, good, and very good category of beliefs about language learning. This finding showed that the students had various beliefs about language learning. In addition, the finding demonstrated that the female students of the Eighth Grade of MTs Dar El Hikmah Pekanbaru had the highest beliefs about language learning aptitude. It is followed by beliefs about learning and communication strategies, beliefs about the nature of language learning, beliefs about the difficulty of language learning, and beliefs about motivation and expectation in language learning as the lowest belief. Specifically, this can be seen from the description of each item that most of the students had slightly good, good, and very good beliefs. However, agents of learning such as teachers and students must be aware that these beliefs may lead to misconceptions in language learning. Jusoh (2017) stated that some beliefs may have a supportive and damaging effect on students learning. He also stated that beliefs about language learning must be realistic so that they can facilitate the learning process and find the right way in learning.

## CONCLUSION

Students' beliefs about English foreign language learning are differed based on the findings discussed. The students' level of belief in each of the five components of language learning was highest in the belief about language learning aptitude. Then, beliefs about learning and communication strategies, nature in language learning, and difficulty of language learning are following after. Then, the students' belief about motivation and expectations for language learning was the lowest. When, the students' beliefs about the language learning varied, the categories of student beliefs, however, were usually positive. Based on the findings, students are encouraged to be aware of their own beliefs and conceptions about language learning because they can correctly develop and engage their beliefs to have a beneficial impact on their learning. Then, it is also hoped that this research will assist English teachers in understanding their students' beliefs about language learning, enabling them to better arrange the teaching and learning process to fit their students' preferences. Also, it is crucial to assist students in avoiding

misconceptions so that they can develop better strategies and become fully involved in the learning process. These can also perhaps shed additional light on the students' beliefs on language learning for future scholars. In the future, it might be possible to employ a different approach to gain a better understanding of students' beliefs about learning English.

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