

**STUDENTS' BELIEF ON ENGLISH AS FOREIGN LANGUAGE
LEARNING: A CASE STUDY AT ENGLISH EDUCATION
STUDENTS, FACULTY OF EDUCATION AND
TEACHER TRAINING**

THESIS



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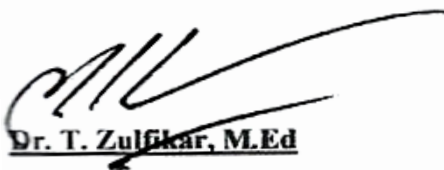
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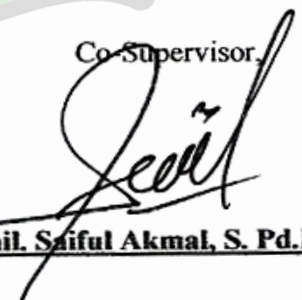
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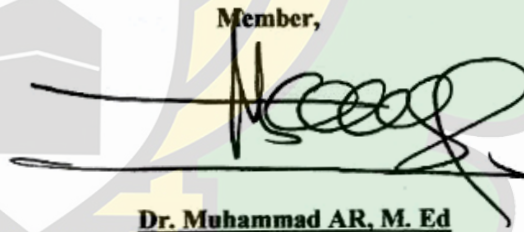
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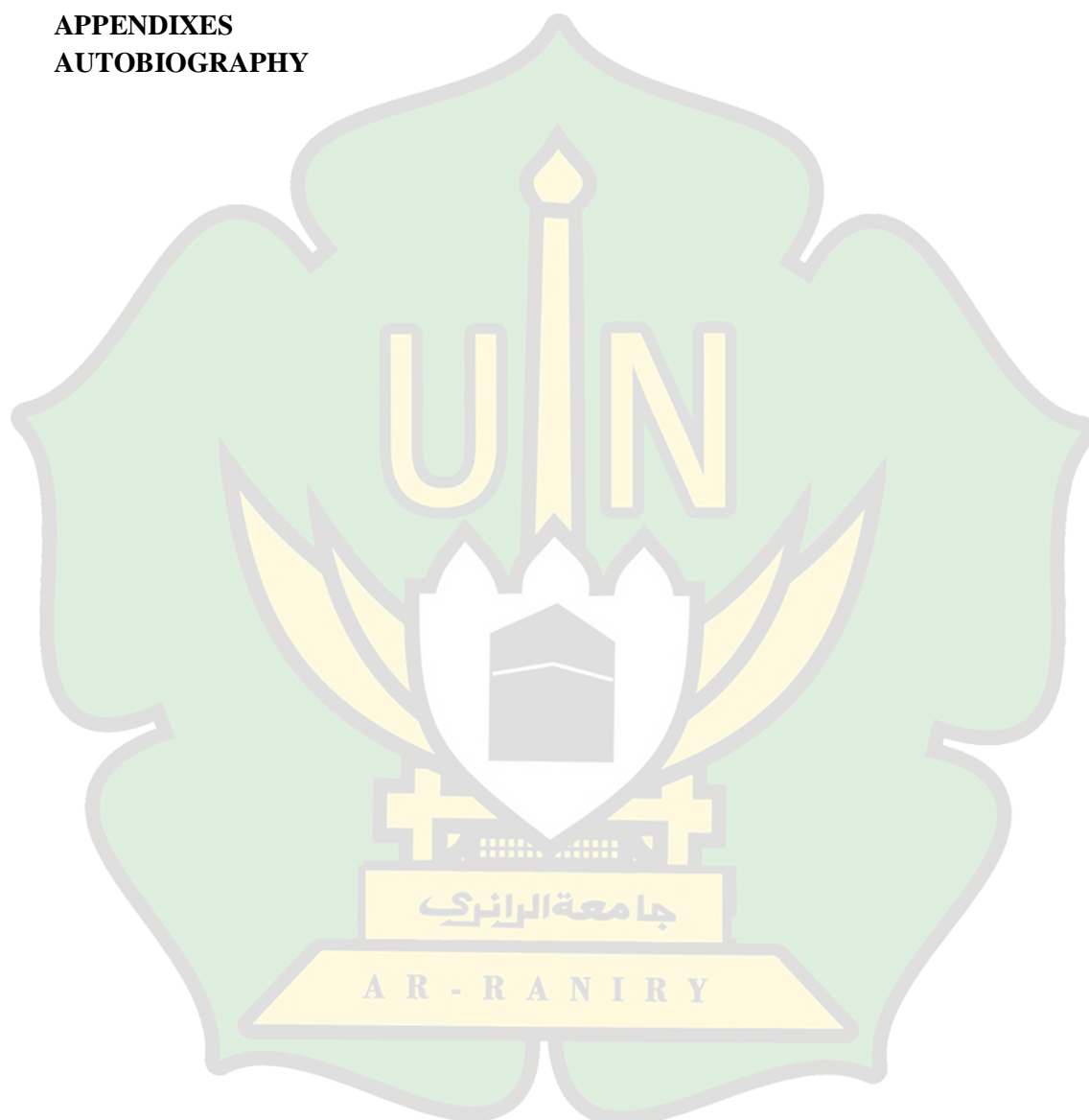
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TABLE OF CONTENTS

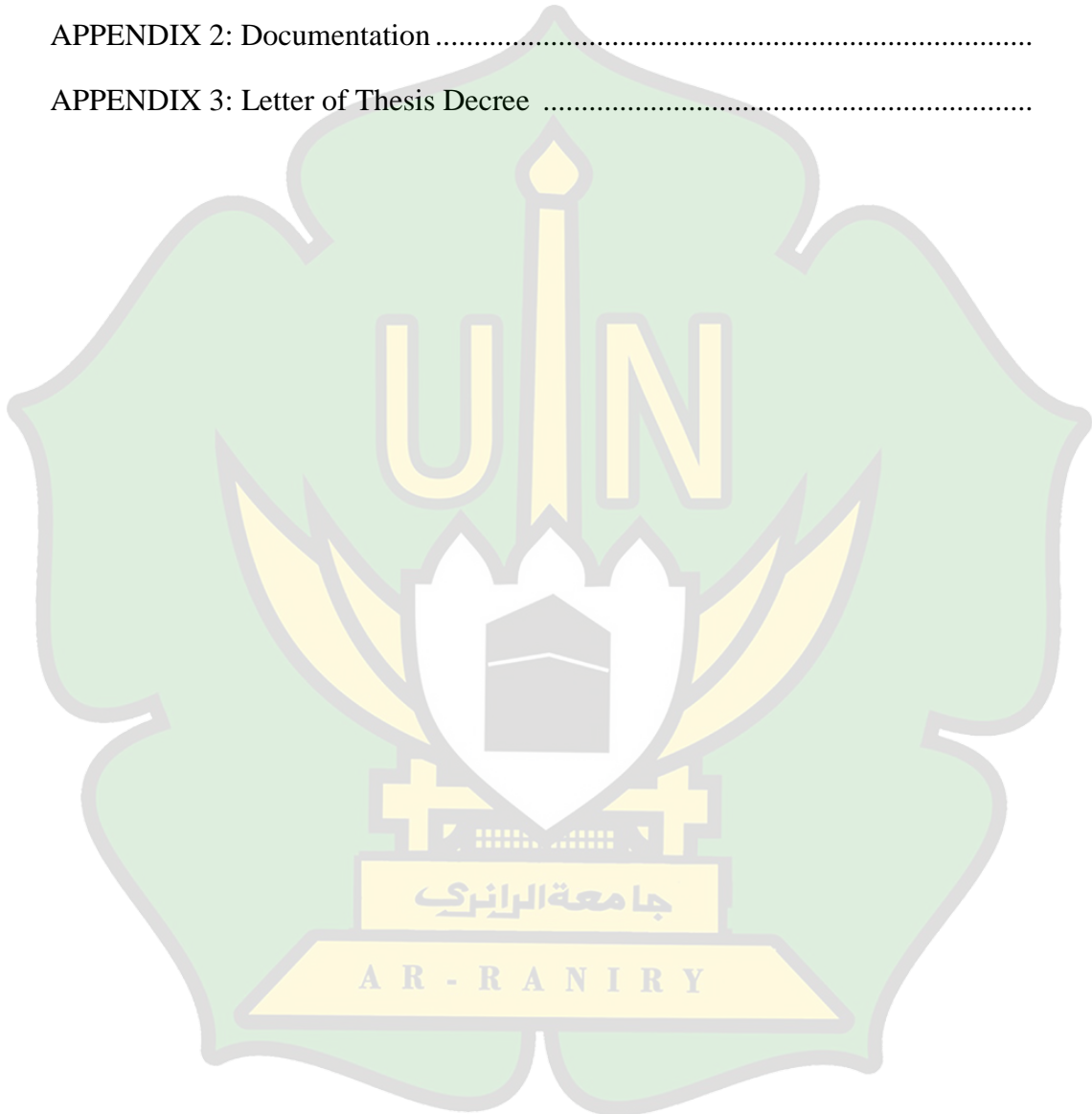
APPROVAL FORM	ii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	vi
LIST OF APPENDICES	viii
DECLARATION LETTER	ix
ABSTRACT	x
 CHAPTER I : INTRODUCTION	
A. Background of Study	1
B. Research Questions	3
C. Aims of Study	3
D. Significance of Study	3
E. Terminology	4
1. Students' Belief	4
2. English as Foreign Language Learning	5
 CHAPTER II : LITERATURE REVIEW	
A. English as Foreign Language Learning.....	6
B. Students' Belief about language learning.....	8
1. Foreign language aptitude	11
2. Difficulty of language learning	12
3. Learning and communication strategies.....	12
C. Relationships between Beliefs and Language Learning.....	14
1. Beliefs and autonomy.....	15
2. Beliefs and learning strategy use.....	17
3. Beliefs and anxiety	19
D. Studies about Belief.....	20
E. Students' Belief as Individual	22
1. Confident	23
2. Grit	24
 CHAPTER III : METHODOLOGY	
A. Research Design.....	25
B. Participants.....	26
C. Method of Data Collection.....	26
D. Data Analysis	29
 CHAPTER IV : FINDING AND DISCUSSION	
A. Finding	30
1. Student' Belief about Language Learning	31
2. Students' Belief as Individual	38
B. Discussion	43

CHAPTER V : CONCLUSION AND SUGGESTION	
A. Conclusion	50
B. Suggestion	50
REFERENCES	52
APPENDIXES	
AUTOBIOGRAPHY	



LIST OF APPENDIXES

APPENDIX 1: Instrument (Interview Protocol)	
APPENDIX 2: Documentation	
APPENDIX 3: Letter of Thesis Decree	





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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

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ABSTRACT

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The present study aims to understand the belief about English language learning of third year students studying for English education and teacher training in Ar Raniry University. Beliefs have been considered as an important factor affecting the process of language learning. A semi structured interview, based on Belief About Language Learning Inventory (BALLI), was used to assess the students' beliefs. The beliefs of language learning and the issues are discussed within the categories of aptitudes, difficulties of language learning and learning and communication strategies. Questions about individual background and students' perception towards themselves, in terms of confidence and grit in learning, were also explored to support the information. Descriptive analysis and coding procedure were used to analyze the information. The finding of the current study indicated that a high proportion of students have positive beliefs about language learning. However, there were some participants who thought otherwise and hold negative beliefs in learning. The findings can be valuable resource for lecturers to pay more attention on students' beliefs and consider appropriate way of using students' belief to develop good language teaching and learning.

CHAPTER I

INTRODUCTION

A. Background of Study

The success of language learning is influenced by many factors such as intelligence, motivation, and also learning beliefs (Abdi and Asadi, 2015). It is generally agreed that individual language learners hold different beliefs about how language is learned. According to Cabaroglu and Roberts (2000, p.3, as cited in Abdi and Asadi, 2015) they defined beliefs are “a set of conceptual representation which signify to its holder a reality or given state of affairs of sufficient validity, truth or trustworthiness to warrant reliance upon it as a guide to personal thought and action”. However, there is no complete agreement on meaning and definition of beliefs. Horwitz (1987, as cited in Wiley, 2014) defines beliefs about language learning as language learners’ preconceived ideas or notions on variety of issues related to second or foreign language learning. For instance, some of them believe that learning English as foreign language is very hard and all about grammar. However, belief also depends on the students’ perception and needs in learning process and also thoughts.

Some studies have shown that students’ perceptions, beliefs and attitudes are important contributive factors in the learning process (Breen, 2001). Second/foreign language learners may have firm beliefs and opinions about the nature and the process of the language learning, its difficulty, the efficacy of learning strategies, their own assumption about success and teaching approaches.

Horwitz (1988, as cited in Wiley, 2014) found that prior exposure to language learning situations along with cultural backgrounds can influence learner's beliefs about language learning. Also, the possible relationship between the learner's beliefs about language learning and the choice of learning strategies has been suggested in the study (Zhou, 2018). Hence, students' beliefs cannot be ignored because it has relations to their learning style and their success of mastering English.

Furthermore, according to Serambi News on August 22th 2017, this reported that there were 1.178 Ar-raniry Islamic University students who graduated from various level of education. Observing more information about the graduate students on bachelor degree, specifically on English department, the study found that the total number of students, who should have graduated in that year, is only 33 students. It is generally believed that many factors can influence the rest of students that make them haven't graduated yet. So the focus attention of the study in doing this research is "how can we help students learn English more efficiently by knowing their language learning belief". Supporting by the finding of many previous studies that learning belief play an important role in the success of language learning, the study have been interested in investigating "Student's Belief on English as Foreign Language Learning: A case study of the English Education Student and Teacher Training Faculty".

B. Research Questions

This study is designed to investigate language learning belief of English education and teacher training students of UIN Ar Raniry. Specifically, the study attempt to answer the following two questions:

1. What are the students' beliefs on English as foreign language learning?
2. How do the English Department students think themselves as language learners?

C. Aims of the Study

This study is aimed at identifying the beliefs, individual principle in learning English, the 6th semester learners in learning language and also how students' beliefs toward themselves in learning English. The study will be seen from students' perception on how they think of language learning beliefs. Investigation on the language learners' belief can provide teacher with a better understanding of their students' expectation of, commitment to and satisfaction with their language classes.

D. Significance of the study

The results of the study are expected to be useful for the students to give alternative way to advance their learning strategies in language learning process. Investigation on the language learners' belief can also provide teachers with a better understanding of their students' expectation of, commitment to and satisfaction with their language classes. Thus the finding from the current research will shed valuable light on teaching practice and their effectiveness and consequently assist to improve students' English language learning outcomes.

E. Terminology

1. Student's Beliefs

Student's belief is preconceived idea or opinion about how something works, or something is learned, based on students' experience (Abdi and Asadi, 2015). According to Puchta (1999), for instance, claimed that "beliefs are guiding principles of people's behaviors". He elaborated that, "beliefs are generalizations about cause and effect and that they influence our inner representation of the world around us. They help us to make sense of that world, and they determine how we think and how we act". According to him, people interpret new information and react to it on the basis of preexisting ideas about the particular subject.

According to Richardson (1996, as cited in Cui, 2014) language learning beliefs defined as psychologically held understanding, premises, or propositions about the world that are felt to be true. In addition, Victory & Lockhart (1995, as cited in Suwanarak, 2012) noted that language learning belief are general assumptions that students hold about themselves as learners, about factors influencing learning and about the nature of language learning.

In a number of studies, the definition of belief alone is also provided. However, not all of the researcher hold the same meaning for belief. Pajares (1992, p.10) provided that an extensive list of following words can be found in literature as a reference of belief: Attitude, ideology, perception, conception, personal theories, action strategies, repertoires of understanding, perspective and

social strategies. Then he conclude that “belief is based on evaluation and judgment, knowledge is based on objective fact”.

Cabaroglu and Roberts (2000), drawing from Harvey (1986, as cited in Vibulphol, 2004), defined belief as a set of conceptual representation which signify to its holder a reality or given state of affairs of sufficient validity, truth or trustworthiness to warrant reliance upon it as a guide to personal thought or action. Therefore, language learning beliefs in this study were students' learning beliefs toward learning strategies in learning English.

2. English as Foreign Language Learning (EFL)

English as foreign language is taught in an environment where English is not the native language (for example Japanese learning English in Japan). In an EFL situation, the learners learn English inside a classroom, but continue to speak their own language when leaving the classroom. Generally, there are many possible reasons for studying a foreign language. Perhaps a major number or language students in the world do it because it is on the curriculum. Some people want to study English or another foreign language because they think it offers a chance for advancement in their professional lives such as in business, higher education or the others. They will get a better opportunity with two languages than if the only know their mother tongue (Boyadzhieva, 2014).

CHAPTER II

LITERATURE REVIEW

A. English as Foreign Language Learning

English as foreign language is taught in an environment where English is not the native language, for example Japanese learning English in Japan. In an EFL situation, the learners learn English inside a classroom, but continue to speak their own language when leaving the classroom. Generally, there are many possible reasons for studying a foreign language. Perhaps a major number of language students in the world do it because it is on the curriculum. Some people want to study English or another foreign language because they think it offers a chance for advancement in their professional lives such as in business, to pursue higher educations, to build social network and the others. They will get a better job with two language than if they only know their mother tongue (Boyadzhieva, 2014).

Teaching and learning foreign languages has always been an important part of the social life of people. As the time goes by, there are many approaches that teachers have used to teach English as foreign language (Boyadzhieva, 2014). Three theories called behaviourism, mentalism and structuralism have influenced the language teaching in many aspects. Each of these approaches emphasizes on different things. However, they all have an underlying similarity in the approach to syllabus and to the teaching.

According to Boyadzhieva (2014), behaviourism which was inspired by Skinner's theory of behaviourist, psychology on the one hand, and structural

linguistics on the other, was introduced to meet the needs of the American army of quick and effective foreign language learning. The basic presumption of audio-lingual was that learning a foreign language is an automatic process of memorization of set phrases that could be achieved through constant repetition and drills. The language structure was introduced in dialogue forms while not a specific grammatical clarification. The linguistic structures were presented each one in turn in an exchange frame and the vocabulary was entirely restricted and learned with regards to the concrete discourse. As indicated by the behaviorists, there isn't a hypothesis of language learning however simply the appliance of general principles of learning to language. As for the language learning, each expression is produced because of the nearness or something to that affect of improvement. Physical, verbal and internal improvements are the wellsprings of articulations which shape reactions on the students' part. (Sanal, 2017)

The second is mentalism. As indicated by mentalists, a child is brought into the world with an inborn limit with capacity to language acquisition. Their inborn capability allows them to determine hypothesis regarding the language. They create their own sentences in step with these hypothesis, and that they check the appropriateness of the hypothesis by scrutiny them with the language they hear from the individuals around them. Within the late 60s the emergence of the Mentalist theory of language and also the psychology theory prompted a replacement approach in FLT, or rather a series of approaches called Cognitive Code Learning (CCL). The cognitive approaches in FLT emerged as a reaction to Skinner's behaviorist ideas according to which the learning process is building

habits. Consistent with the cognitive theory learning a foreign language may be a method of building a second verbal figural system that is functionally connected with the primary language verbal system on the one hand and with the common psychological feature or abstract system the learner possesses (Boyadzhieva, 2014).

It is realized that structuralism is incredibly affected by behaviorism. Language learning is viewed as a procedure of a process of habit development. As it is concerned about examples or structures of the spoken language, it is classified as structural. In more extensive terms, structuralist side of structural approach deals with language type instead of useful or linguistics aspects of language. In addition to this, it gives importance to the selecting and sequencing of structural patterns in structural syllabuses (Sanal, 2017). As it is indicated within the introduction section the combination of behaviourism and structuralism has shaped approaches to the language teaching. Structuralism involved with it whereas behaviourism is concerned with how it is thought.

B. Students' Belief about language learning

Beliefs about language learning, as well as other cognitive and affective variables, have turned into an enthusiasm of scientists in the field of foreign language acquisition because of assumptions that “success depends less on materials, techniques, and linguistic analyses, and more on what goes on inside and between the people in the classroom” (Stevick, 1980, p.4).

Horwitz (1987) says that the prior convictions are claimed to have influential impacts on learner's methodologies and practices in the learning

procedure approaches because second and foreign language learners do not come to class without ideas about the nature and process of the learning. They have some presumptions about what language learning is and how a second language should be learned.

The followings are some other definitions of belief given by previous researchers. According to Zhang (2008), Language learning beliefs known as language learning concepts, refer to the learner's understanding of the nature and process of language knowledge learning and it is one of the important factors that affect language learning success. Sundari (2014) considered beliefs about language learning as a significant factor to determine successful language learning, like many other factors. Kunt (1997) and Wang (1996, as cited in, Abdi & Asadi, 2015) utilized the terms opinions and ideas or views to refer to beliefs. The definitions of beliefs used in these studies project some level of subjective, judgmental value as suggested by Pajares (1992) who stated that, defining beliefs is at best a game of player's choice. Further, he provided that an extensive list of words like the one below can be found in the literature as a reference of beliefs:

attitude, values, judgments, axioms, opinions, ideology, perceptions, conceptions, conceptual systems, preconceptions, dispositions, implicit theories, explicit theories, personal theories, internal mental processes, action strategies, rules of practice, practical principles, perspectives, repertories of understanding, and

social strategy (p. 309)

Pajares at last concluded that a distinction used commonly in most definitions is that “Belief is based on evaluation and judgment; knowledge is based on objective fact” (p. 313).

In the present study, belief about language learning is viewed as a set of self-conceptual or individual considerations or opinions and assumptions about language learning, including learning methods, inspiration, expectation, the difficulty of language learning, commitment to, success in, satisfaction in their class teaching learning, which naturally influenced by cultural and environment background and the student's expertise in learning English. These beliefs, thus, may impact learners' language learning practices, methodologies, and responses. Therefore, seeing how students conceptualize language learning, studying what are the consequences of their beliefs, and examining how these beliefs should be dealt with are of significant importance in improving language teaching and learning.

Beliefs about language learning refer to opinions or views held by people on language learning. Belief about language learning underline five major categories. However, in this study, only three of categories, foreign language aptitude, difficulties of language learning and learning and communication strategies, that will be discussed.

1. Foreign language aptitude

The belief that some people have a special ability to learn foreign languages has been discussed in a few studies as possibly having negative effects on learners' language learning. The negative effects of beliefs about foreign language aptitude have also been discussed in studies on teacher beliefs. Some researchers suggested that teachers who possess beliefs about foreign language aptitude may risk negative effects not only on their own learning but also on that

of their students. Horwitz (1987) claimed that students who believe that some people possess a special ability to learn a foreign language tend to have good expectation and positive thinking toward English learning.

Mori (1999) discovered another hazard that learners take when they believe in the existence of language learning aptitude. She clarified that, students who perceived language learning ability as “uncontrollable” or “fixed” might not have any desire to put themselves in the learning. In her investigation of Japanese learners, she found that the learners who believed that a foreign language learning ability was a natural capacity and couldn't be enhanced tended to achieve less in language learning than those who “perceive their own ability as a controllable, increasable entity” (p. 408). Similarly, Puchta (1999) declared that teachers' expectations regarding students' accomplishment might influence their interaction with the students. He clarified that the students who are seen to be very capable students are probably going to get more cooperation from the teacher both verbally and non-verbally (e.g. smiles and eye contacts) than the students who are accepted to be the "lows". Accordingly, the students who are seen to be less fruitful will probably accomplish all the task more ineffectively in their learning, as their educator has anticipated.

2. Difficulty of language learning

Beliefs about the relative difficulty of the target language have also been discussed and found to relate to language learning success. First of all, beliefs about the difficulty of language learning were found to associate with language achievement. Mori (1999) found that learners who perceived the target language

that they were learning as an easy language tended to improve the situation than those who believed that they were dealing with a difficult task.

According to these findings, learners' beliefs about the difficulty of language learning may contribute to success in language learning. Learners who see that they are managing a simple assignment may not be stood up to with distress caused by nervousness. They can make efforts in their learning up to their potential, and thus attain ultimate success in their learning. In distinction, learners who are confronted with anxiety, though they have the potential to be successful in language learning, may avoid performing language tasks and lose opportunity to improve their language skills. Consequently, these learners may not perform well in language classes.

3. Learning and communication strategies

In this third category of the BALLI, several beliefs were found to be associated with the use of several learning and communication strategies. Researchers believe that learners' preconceived beliefs about language learning affect the way learners choose strategies in the process of learning a second/foreign language and some preconceived beliefs are likely to restrict learners' range and flexibility of strategy use. Towards this end, several studies specifically investigated the relationship between learner beliefs and strategy use.

In an exploratory case study of students' beliefs about foreign language learning, Wenden (1986) identified twelve explicit and prescriptive beliefs of advanced students. She discovered that students could not only distinctly describe their beliefs but also choose consistent corresponding learning

strategies. She thus argued that students had explicit metacognitive beliefs about how best to learn a foreign language, and these beliefs seemed to impact students' choice of learning strategies.

In a study of 60 Korean university students taking an English course, Kim (2001) used the BALLI and SILL to examine the relationship between language learning beliefs and learning strategies. Correlation analyses discovered the strongest relationship between beliefs about self-efficacy and metacognitive strategy. Overall, most of the strategies were reportedly correlated with three categories of beliefs: motivational beliefs, beliefs about self-efficacy, and beliefs about functional practice. Beliefs about self-efficacy were associated with all six strategies, while motivational beliefs were correlated with all but social strategy. Kim concluded that the stronger learners' motivational beliefs, beliefs about self-efficacy, and beliefs about functional practice, the more frequently learners used strategies.

C. Relationships between Beliefs and Language Learning

Empirical proof has been found in support of the assumptions about the impact of beliefs about language learning on language learning success discussed earlier. To begin with, in her study of American college students studying Japanese, Mori (1999,) found huge relationships between three convictions and accomplishment (indicated by daily quizzes, achievement exams, proficiency test, and course achievement). The findings reveal that learners who performed well in the learning of Japanese are likely to 1) consider that Japanese is not a difficult

language 2) tolerate multiple, ambiguous answers and 3) believe that learning ability is not naturally settled, yet can be improved.

In 2009, Khodadady conducted the research on learners' beliefs and academic achievement. The aim of the study was to investigate the relationship of sophomore undergraduate students' beliefs about language learning and their academic achievement. In this study, four hundred eighteen students took part in completing Beliefs about Language Learning Inventory (BALLI). Having run the one way ANOVA test by utilizing SPSS 16, the results revealed that among 34 items of BALLI, only 5 items (item number 2, 4, 19, 24, and 25) which were correlated significantly with the students' academic achievement.

Similarly, Hayati (2015) found a relationship between belief about language learning, English academic achievement and strategies of six-first year students majoring Management at STIENAS Samarinda studying English. Specifically, she found that the students' beliefs about motivation and expectation were the most beliefs held by the students, followed by the nature of language learning, foreign language aptitude, learning and communication strategy, and the difficulty of language learning. The most preferred strategy used by the students was metacognitive followed by memory, cognitive, affective, social, and compensation. There was a positive and weak correlation of beliefs and strategies with students' English academic achievement. The more the students had positive beliefs about English language learning and the more they used English language learning strategies, their English academic achievement would not really get higher. Dealing with students' beliefs about English language learning, the result

of the current study revealed an insignificant but positive correlation between the global scores of Beliefs About Language Learning Inventory (BALLI) and the students' English second semester.

These three studies reveal empirical evidence of relationships between some beliefs about language learning and learners' success in foreign language learning. Other studies have been conducted to investigate relationships between beliefs about language learning and factors that may enhance learners' language learning achievement such as autonomy, learning strategies and anxiety. The following section presents a review of these studies.

1. Beliefs and Autonomy

Autonomy has been discussed as a factor that can prompt achievement in language learning. According to Orawiwanakul and Wichadee (2016), the concept of learner autonomy is now playing an important role in the language learning field. An emphasis is put on the new form of learning which enables learners to direct their own learning. Their conducted a study on the first-year students taking a fundamental English course in a private university which aimed to examine how undergraduate students believed about autonomous language learning in a university setting and to find out whether some factors were related to their beliefs. They found that on average, students had a high level of beliefs about autonomous language learning while language learning behaviors outside the class were at a moderate level. The relationships were found between beliefs of autonomous language learning and all factors comprising English proficiency, gender, attitudes towards studying English, and language learning behaviors

outside the class. The findings highlight the need for increasing learning environments where responsibilities are shared between teachers and students.

Similarly, Szocs (2017) noted, justifications for promoting learner autonomy in language learning are manifold. As teachers have a central role in developing learner autonomy and given the influence teachers' beliefs have on their practices, it is essential to gain insight into their views regarding learner autonomy. Furthermore, as mismatches between teachers' and students' beliefs could have a negative impact on learners' motivation, understanding the relationship between teachers' and students' beliefs might lead to more successful learning. Her study explored language teachers' and learners' beliefs and classroom practices concerning learner autonomy in a Hungarian secondary school. She found that, the study revealed correspondences and mismatches between teachers' and students' autonomous beliefs. The findings of the study have pedagogical implications for practicing teachers and teacher educators as their awareness should be raised about the importance of learner autonomy to help them shape their learners' learning experiences positively regarding autonomy development.

The findings from these studies discovered that there are relationships between learner beliefs and their readiness to become autonomous learners. Furthermore, learners' perceptions about themselves in the learning process regarding their role and their ability appear to be keys to their autonomy.

2. Beliefs and Learning Strategy Use

The relationship between beliefs and the utilization of language learning strategies is an interesting issue of studies on beliefs about language learning.

Early findings regarding the different use of learning strategies of successful and unsuccessful ESL learners who reported different perceptions about language learning, as revealed in Li (2010) who found, students hold strong opinion about the six belief categories, especially about the language learning and communication strategies. The overall strategy use fall within the range of medium use , which means the vocational students “sometimes” use the strategies. Compensation strategies are the most popular strategies with the vocational English majors, while memory strategies are least used. Moderate correlation coefficient is detected between the language learning beliefs and frequency of strategy use.

Some researchers studied beliefs about language learning and the use of language learning strategies of various groups of learners. Hayati (2015) investigated students’ English academic achievement, beliefs about English language learning, English language learning strategies, and the relationship of them. The result of her study revealed that there was a positive and weak correlation of beliefs and strategies with students’ English academic achievement. The learners studied possessed different beliefs about language learning in regard to focusing on form or functions and that their beliefs tended to associate with the flexibility and variety of the use of strategies. The successful learner, who believed that language learning required attention on both form and functions, was found to employ more flexible and varied strategies. On the contrary, the unsuccessful learner, who viewed language learning in a more limited way, used a more fixed set of strategies that were effective only in some situations.

Hulin and Yulian (2016) also investigated the relationship between learning belief and English achievement of Chinese English major students in College. They found that the relation between learning belief has a general positive effect on learning achievement, but not determinative; personality plays important role in learning belief

These studies reveal some evidence that different groups of learners may hold different beliefs about language learning and may employ different language learning strategies. The findings from the three studies reveal that there is a connection between learner beliefs and their use of language learning strategies and achievements. Several beliefs were found to associate with the use of language learning strategies such as self-efficacy, beliefs about the nature and value of language learning, a belief about the significance of speculating, and a belief about delight in speaking English.

3. Beliefs and Anxiety

Researchers are aware that some beliefs that students convey to class may bring out distress in performing language learning tasks, namely foreign language anxiety. Previous studies uncover that highly anxious students possess some beliefs differently from less anxious students. Three subsets of beliefs perceived to have relationships with anxiety.

According to Sheng (2001) in his study, which aimed to investigate the relationships among language learning self-efficacy, belief in giftedness for language learning, and language anxiety, revealed that students' level of anxiety about English class was positively and moderately correlated with their belief in

the notion of giftedness, but was negatively and strongly correlated with their English self-efficacy. In other words, students who had higher levels of foreign language class anxiety tended to believe more strongly that the ability to learn a second language well is a gift and to have lower self-assessments of their second language ability. A negative and moderate correlation was also found between English self-efficacy and belief in giftedness. Students with less confidence in their second language competence tended to have a stronger belief.

Another researcher, Gopang (2016) carried out the research to review language anxiety and learner beliefs in language learning. The review showed moderate and high levels of language anxiety in studies including negative correlation between anxiety and achievement. In addition, it also revealed that learner beliefs have played a role in increasing language anxiety.

The findings of these studies recommend that teachers should be aware of learners' beliefs that possibly influence students' affect such as foreign language anxiety. Beliefs about self-efficacy and beliefs about the difficulty of language learning are the two subsets of beliefs that may need to be carefully considered since there is ample evidence of their relationships with anxiety. Beliefs about foreign language aptitude and beliefs referring to correctness, although they reveal significant relationships with anxiety in one study, did not appear to relate to anxiety in another study.

D. Studies about Belief

Research to date has shown the connection between learners' beliefs and their choice of learning strategies (Wang, 2005). Wenden (1988) adopted semi-structured interviews to elicit learners' beliefs about language learning and strategy use. The subjects were 25 adult ESL students enrolled in a part-time advanced class at Columbia University.

Based on 12 explicit statements made by the subjects, Wenden (1988, as noted in Cui, 2014) identified three major categories in learner beliefs: 1) the use of the language, 2) the learning of the language, and 3) the significance of individual factors. She found that students' stated beliefs about language learning were expressed reliable with their choice of learning strategies. For instance, learners who focused on significance of learning about the language tended to use cognitive strategies to facilitate their understanding and memorization, while students who focused on the importance of using language showed more frequent use of communication strategies.

Another researcher, Boakye (2007) carried out the research to explore the idea that the language learning process among students is substantially influenced by their beliefs about this process. A questionnaire based on Horwitz's (1987) BALLI instrument was used to evaluate students' beliefs in terms of language learning, and the issues are discussed within the categories of aptitude, motivation, learning and communication strategies, the nature of learning, and the difficulty of language learning. The results indicate that the beliefs of the students

can have a negative influence on their learning strategies which, in turn, affect the success or otherwise of the language learning process. This article thus concludes with suggestions on how to address the negative mindsets of the students concerned in order to create environments that would be more conducive to achieving positive results.

Mohebi and Khodadady (2011) conducted a survey of 423 students from four universities and three Teacher Training Centers in Iran. They found that the beliefs and attitudes on the importance of knowing the target culture in language learning are fairly important for Iranians. Overall, the findings imply that ethnic backgrounds might influence beliefs about learning target languages. Iranians consider the culture of the target language highly significant; they think that foreign languages are very important and knowing their speakers will yield many benefits.

Another study conducted by Naghdipour (2014) attempt to reveal language learner belief in English as a Foreign Language Learning context. The study examines overseas Iranian undergraduate students' belief and investigates the impact of the old and new learning environments on shaping or affecting these beliefs. The data form a survey and a semi-structured interview revealed that the students' previous learning experiences and the socio-political factors of the old learning context affected the shaping of the trajectory of their belief development. The results also suggested that the new learning environment hardly affected the students' core beliefs about language learning and in some cases even consolidated them.

E. Students' belief as Individual

Apart from those factors that influence the success of a foreign language in (namely the role of the language environment, the role of input, the role of the first language and internal processing and the others), there is a set of such influences that vary from one learner to another and differ according to a learner's inner characteristics (Eddy, 2011). Researchers, within the field, distinguish various factors which, as they believe, influence second or foreign language success. Among these, individual learner characteristics play a central role. Individual belief which discussed in this study are categorized as following:

1. Students' Confidence

There have been various investigations done on 'The Good of Language Learner'. For instance, Nunan (2000, as cited in Thompson, 2005) examined the practices of 44 non-native English speaking EFL students from a variety of Asian countries and found that being motivated and willing to take risks, having opportunities to practice the language they had learned both inside and outside of the classroom were determined as having a confidence in language learning. Similarly, Thompson (2005) revealed that the characteristic of good language learners are be motivated, believe that they are capable of learning; have some self-confidence, have some good learning strategies in place, be willing to participate and some others. The finding of these studies concluded that confidence is one of crucial trait to become a good language learner.

There are also so many studies showing a positive relationship between self-confidence and success. In a qualitative study, Hanton, Mellalieu and Hall (2003, as cited in Gurler, 2015) reveal how low self-confidence level affects

performance and they extract a sentence from one of the participants' response to their interview as: "If self-confidence is low, then the feelings start to edge towards the negative which would be very bad for performance." (p. 481). Another extraction in the same study reveals how effective the high level of self-confidence is: "High self-confidence increases the intensity of thoughts and feelings that you can control, If you're confident you stay in control of your thoughts..." (p. 481).

General self-confidence is developed during the age of childhood and emerges from the accumulation of inter and intrapersonal experiences (Harris, 2009, as cited in Al Hebaish, 2012). The literature on the sources of building general self-confidence points to self-confidence being derived from several factors. The most important factors are: personal experiences; successful experiences increase the development of high self-confidence, while the experiences of failure have the opposite effect, social messages received from others. Community, home, school, and peers are important for self-confidence growth.

2. Students' Grit R - R A N I R Y

There has been a lot of discussions recently about grit and how to develop it within students. Grit is the quality that enables individuals to work hard and stick to their long-term passions and objectives. It makes sense that this would be important for students, both in school and in life (Bashant, 2014). According to researchers at the University of Pennsylvania, Duckworth et al (2007), grit is defined as "perseverance and passion for long-term goals." Grit involves working

strenuously toward challenges, maintaining effort and interest over years despite failure, adversity, and plateaus in progress.



CHAPTER III

METHODOLOGY

A. Research Design

The methodological approach undertaken in this research was qualitative. The qualitative approach for this study was applied for several reasons. In general, qualitative research methods are especially useful in discovering the meaning that people give to events they experience. In particular, a qualitative approach is warranted when the nature of research questions need investigation (Stake, 1995). Qualitative research questions often begin with how or what, so that the researchers can gain an in-depth understanding of what is going on relative to the topic (Dodge, 2011). Second, a qualitative study allows the researcher to explore phenomena, such as feelings or manners of thinking. For this study, the participants' language learning belief in English as a foreign language and their experiences throughout learning, were explored, hence, the qualitative approach was preferred.

Qualitative case study research served as the main methodology for this study. Case study methodology is a strategy of inquiry in which the researcher explores in-depth a program, event, activity, process of one or more individuals (Stake, 1995). For this study, the phenomenon under investigation was the students' belief that impacted learning. The case for this study was the university students from English education and teacher training faculty in UIN Ar Raniry.

B. Participants

The participants for this study were the sixth-semester students of English education and teacher training Faculty in UIN Ar Raniry. Six participants consisting of four females and two males were chosen based on the stratified random sampling method. Stratified random sampling meant that a representative number of subjects from various subgroups is randomly selected. This type of sampling method is used when the population is heterogeneous (Alvi, 2016). The study selected the six participants based on students' good performance in language learning and had GPA beyond standard.

Regarding the number of participants, the study decided to have six participants. This decision was due to the study intention to have rich information regarding the topic. Perry (2005, as cited in Suryaningsih, 2014) stated that information rich-paradigm emphasizes on the quality of the information, not the quantity of the sample. Thus, the number of participants in qualitative research is not considered as a big issue, since the purpose of this research was to listen to the individuals' experiences of a particular issue, and was not going to be generalized (Lambert, 2012; Scott & Garner, 2013).

C. Method of Data Collection

This study used semi-structured interview as the data collection instrument. According to Perry (2005, as cited in Suryaningsih, 2014), there are three types of interview: structured interview, semi-structured interview, and unstructured interview. This research employed a semi-structured interview. A Semi-structured interview is a type of interview where the researcher is allowed to ask the

additional question and discuss additional topics related to the issue discussed (Lambert, 2012). This type allowed me to “pursue new lines of inquiry in response to what interviewees say” (p. 104)

The interview is often viewed as a conversation between the interviewer and interviewee, where the interviewer asks questions and the interviewee responds to get the comprehensive results that reflect the students’ understanding of language learning. Seidman (1937) states:

I interview because I am interested in other people’s stories. Telling stories is essentially a meaning-making process. When people tell stories, they select details of their experience from their stream of consciousness (p. 7)

In addition, an interview is one of the good ways to study people understanding of meaning, and through an interview, we find out those things we cannot observe. There are six types of interview questions (Patton, 1987) to be employed during the interview process for case study research: experience, behavior, opinion or belief, feeling, knowledge, sensory, and background or demographic.

The interview questions in this study were modified from the Belief About Language Learning Inventory (BALLI). The BALLI, developed by Horwitz (1988), was used in the current research to investigate students’ belief about language learning. The reasons the BALLI was chosen because; Horwitz was the major contributor to the study of belief about language learning and the BALLI

developed by Horwitz aims at identifying a broader view of participants' opinion on a variety of issues and controversies from various perspective.

The interview was conducted during the student's leisure time. Before the administration of procedure, a brief explanation of the purpose of the study was given to the students. For supporting information, the study use modified individual background information questions to gather general information about the participants. The interview questions asked about their native language, previous foreign language learning experience or teaching experience, influence of family members and friends on learning language, reasons for learning language, and their educational background.

In total there were 6 students interviewed for this study. They were interviewed between May and July 2018. The interview was held in the participants' class or around campus. All interviews were conducted face to face and lasted no more than 30 minutes.

With the participants' approval, the interviews were recorded to ensure accurate transcription. The note was also taken during each interview, in order to highlight ideas of particular interest or importance point. As a first step in the interview process, the participants were introduced to the purpose of the study, research procedures, expected benefits, their right to withdraw from the study at any time, and protection of confidentiality. The participants were also allowed to ask if they had any questions about the research study or research procedures. The

information about the researcher was also provided to establish rapport and gain the participants' trust.

D. Data Analysis

This study followed the data analysis and coding procedure suggested by Esterberg (2002), Creswell (2009) and guided by Saldana (2009). In particular, Esterberg (2002), suggested that open coding is a process where “your work intensively with your data, line by line, identifying themes and categories that seem of interest” (p. 158).

There are six steps in analyzing the data according to Creswell (2009), including; first; organizing and preparing the data for analysis, second; reading through the data, third; conducting detail analysis with the coding process, fourth, using the coding process to generate a description of the setting or people as well as categories for these for analysis, fifth elaborating how the description of the theme will be represented in the qualitative narrative, and sixth, interpreting the meaning of the data.

During those steps, the first step to do was reviewed the audio tape from interview and transferred into word document transcript, then overall meaning was reflected to gain general sense of the information and ideas that the participants deliver, next the transcript was coded then analyzed the categorized data and interpreted the data while understanding of the participants' stories.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In the semi-structured interview, the participants described their perceptions toward belief on English as foreign language learning. Coding analysis was employed to determine the item of the participants' responses to the modified BALLI interview questions. This helped to confirm the appropriateness of the items for each dimension of the conceptual framework of the instrument. The next step was to determine the number of components for the analysis. The interviews questions consist of the student's belief on foreign language learning including aptitude, difficulties, and strategies. Furthermore, the interview also includes the questions which explore the students' perception toward themselves, such as confidence and grit in language learning. The results were grouped and reported under main themes as follows:

A	: Aptitude
D	: Difficulties
S	: Strategies
C	: Confidence
G	: Grit

After determining the results of interview section, than they were read and when the specific belief dimensions were addressed, they will be coded and categorized under their corresponding themes. Two main points were discussed in the following paragraph based on the research questions of the study which aimed to seek the students' belief toward English and toward them as individual.

1. Students' Belief about Language Learning

In the interview, all the participants expressed their language learning experiences including belief in language learning. The beliefs discussed in this study were categorized into three main themes, as following;

a. Foreign Language Aptitude

The interview aims to identify common beliefs about language learning. One of the categories in the instrument is foreign language aptitudes which try to figure out the existence of language learning aptitude. Two main interview questions were used to investigate the aptitude. The first was Q6 which asked whether the participants agree that some people who are good at Math or Science are not good at learning a foreign language and the reason toward their answer. The second question was Q7 which figure out how the participants see themselves in learning foreign language, whether they have a special ability for that or not. Students' responses to the Q6 were generally disagreed because some reasons such as everyone has the same access to learn both language and Math and it is proved by some of the participants who have good ability in both Math and language learning. However, one participant agreed on the statement. The belief is supported by her own experience made she felt true about the statement.

Theme 1: Individual ability

Most of the students' responses remarked that they disagreed if someone who good at Math is not good at language learning. As the result, a variety of responses covering the reason that the learning process depends on each

personality of the learners were identified. One of the student's response is shown below:

I don't agree because everybody has **capabilities in learning a language as well the capability in learning another skill** such as Math, Biology and so on. So, of course, the people have a certain level, so we can't guarantee like everybody who learns Math or Biology cannot learn English very well. [PK]

A

Everyone has the same access to learn any subject

In addition, the other participant, further explain based on her ability in Math and language learning, she said:

Not really, yaa I know about the left brain and the right brain where the people with high capability in right brain can easily understand the language but those people who have more ability in the left brain, they can understand Math and Science **but it's not impossible for them to learn English. Because I found my friends that good at Math yet they are also good at English.** And talking about myself, I think, **me also good at Math because actually, I love Math first than I love English.** [MS]

A

Disagree on the statement

No relation between good at language and Math

She believed that as long as someone put a big effort into learning one subject, they could succeed in the targeted subject. She also admitted that she was good at both Math and foreign language learning.

The majority of participants respond agreed on this question. Based on their experience, they found people who have ability in both language learning and Mathematics. Although some of the participants were not good at Math, they still believed that being able in foreign language will not influence the ability in another subject such as Math. However, among six participants there was one participant who agreed with the statement. She believed that people who good at

Math are not good at learning language. Her belief was supported by her own low ability in Math. She added that the people around her were thought the same.

Theme 2: Good Speaking Ability

The second question item is Q7, which figure out how the participants see themselves in learning a foreign language, whether they have a special ability for that or not. The total participant who thought they had good ability in English skills was four people and the remaining two participants think otherwise. A high proportion of the learners share the same interest in speaking skill. An example of the student's response who believed that she had good speaking ability is shown as following:

Yes, I think because I easily understand of what other people tell me or teach me. So among four skills actually **I'm good at speaking** because people told me that I have skills to persuade others. Moreover, **I've won some competitions through that kind of skill like speech or debate, it's all about speaking.** [MS]

A

Good at speaking

Achievement in language learning

MS strongly believed that she has a great skill in English, especially in speaking, supported with the information about her who joined some communities and won some speech competitions. In addition, another participant believed that he has good speaking skill encouraged by his motivation to be the future foreign ambassador. The participant's response is shown below:

My motivation to learn many languages is **to become an ambassador who represents my country**, so because of that, I have to learn many languages, not enough just English. Thus I try so hard every day in the progress. **And about ability, I think speaking, because I've won some speech competitions in my district and also in the province.** [PK]

A

Motivation

Achievement

On the other hand, some of the participants' responses showed the other English skills such as writing and reading. However, there were two students who still perceived that they do not have any special ability.

b. Student's Belief on Difficulty of Language learning

The response to the certain difficulty of language learning questions showed some similarities and also occurred among the students' perception. The question item used is Q9 which asked about the kind of difficulties that the participants usually face during English learning.

Theme 1: Pronunciation

Half of the participants believed that one of the most difficult things in language learning was pronunciation. The following are some of the students' responses toward the question:

Pronunciation, when it's come to speaking it's really **hard for me to pronounce** the English word properly. [AP]

D
Pronunciation

I think the unfamiliarity of vocabulary and **the way of foreign language speakers pronounce every single word of their mouth**, it seems that is not clear because they link every word so because of that have to get used. [PK]

Pronunciation

The responses were worthy of note that at a first glance, pronunciation appeared to be the essential skill to practice a lot. The possible reason for this difficulty was that the participants have been learning English in non English environment or non-English speaking country, as a result of which, most of them might have discovered English speaker from their own country that speak the same the way they do. In addition, as claimed by PK, realizing the challenges

lying ahead of him, he suggested using daily strategies to overcome the difficulty in English pronunciation, that is practice a lot.

Theme 2: Lack of Vocabulary

Based on the interview result, the study revealed that some learners' responses were still concern on the lack of vocabulary. It appeared when some learners usually found unfamiliar vocabulary during reading activities, writing task, debate competition. Most of the learners stated that all skills in English need a good basic in vocabulary. One of the learners stated that:

Lack of vocabulary, I found so hard to speak if I only know several words in the topic that was discussing. [CN]

D

Lack of vocabulary in speaking

I think in writing, I try so hard to brainstorming and make the paragraph coherence. It's not an easy task, not very hard but sometimes it because **we lack of vocabulary**. [PP]

Lack of vocabulary in writing task.

Based on the findings, the participants showed difficulty in terms of lack of vocabulary. The role of vocabulary was equally emphasized across all students' responses to the related interview question. All students interviewed remarked that vocabulary was a huge component in foreign language learning. As noted by PK, vocabulary seems very essential in speaking, it might imply that if he knew the vocabulary and put it into sentences incorrectly, people may still understand what he was saying, without the vocabulary, he could not say anything in the certain discussion. In any case, PP more concern the importance of vocabulary in writing. This might imply that they still need more appropriate readings and activities that required English acquisition.

c. Student's Belief on Learning and Communication Strategies

Learners' beliefs about language learning affect the way learners choose strategies in the process of learning a second/foreign language, as some researchers believed. Some preconceived beliefs are likely to restrict learners' range and flexibility of strategy use. Language learning strategies help students take responsibility for improving their own learning. It is evident in the literature that the appropriate use of language learning strategies helps learners improve their proficiency and increase self-confidence.

Theme 1: word guessing strategy

The item that was directly related to learning strategies, reflecting learners' strategic knowledge about learning languages in general are Q15, which asked whether the participants usually guess a word if they face unfamiliar words in English. Surprisingly, all the participants shared the same strategy based on Q15 item. The student's responses toward Q15 item are described below:

Yups **I often guess, especially when I read** classic books, oh my God it's really hard. I read a novel from Jane Austen, but the storyline isn't very strong but I like the culture that the writer exposed in this writing, [AP]

S

Guessing while reading

Hahah, **I have an experience when I join debate again.** I forgot the word 'robber'. Is that *pencuri* (thieves)? and I don't know several words at that time but, you know, the other team, they use that word in a negative way **so I just guess that I think** the meaning of that word is bad, so I speak that word even I don't know the meaning. **And I also make guesses in reading.** [RZ]

Guessing in debate competition

The findings indicated that all of the participants willing to try and it showed that they were making effort. Based on RZ experience in word guessing,

It also might implied that once the participants were successful in guessing unknown words, they would feel like winning a lottery, thus becoming more motivated. Students were constantly faced with the task of dealing with unfamiliar words. If they encounter new words when speaking with others, they would better guess in order to continue their communication. If they come across new words in reading, they could guess based on the context.

Theme 2: Learning through media

The finding showed that the participants have their own certain media used to comprehend their English skills. It showed that the students were willing to take responsibility for their own learning. It also implied that learners were capable of learning without a teacher's guidance but when a teacher was available, they were able to use her as a resource and benefit from the relationship. Some samples of the students' response toward the question were shown below:

Aah yaa, **I like to read like comics**, especially for several vocabularies and grammatical. Most of them I learn from speaking and movie. **Movies help in pronunciation and speaking**. I also like listening, such as on my Facebook, for example, I follow **BBC and National Geographic**. [RZ]

The other good responses from the participants which provide some

S

Effective media
of learning

Medias for learning English are from PK and CN, they said:

I learn language by listening to audio especially from BBC Learning English and also **BBC Documentary**. **I also listen to BBC radio for word service program**. I prefer BBC because I want to learn the accent. I also **read grammar book (Betty Schramper Azar)**, I read a novel "The Unfinished Diary" written by Tengku Hasan

S

Effective media
of learning

Media from
special interest

di Tiro, I also use android applications for learning language that is '**Lingo Deer**' [PK]

Another participant remarked:

Sometimes I read a novel, or issue I downloaded **VOA apps. It provides readings.** I also like to read short stories. Sometimes I bought the **novel or book in 'Gudang buku'**. Sometimes I borrow it from my friends. [CN]

S
Innovative media
of learning

As shown above, the participants experienced in learning English varied with the use of some effective media. The media included novels, poems, comics, grammar book the word game in Merriam Webster dictionary, video from TOEFL Killer book, TED Talk video, National Geographic documentary video, language learning application (Lingo Deer) and English movies. All the media of learning is different based on the personality or hobbies of the participants. Some students prefer comics to grammar book, and some would prefer BBC English newspaper rather than VOA newspaper.

2. Students' Beliefs as Individual

Learning perceptions, in this study, discuss about the students' confidence on English learning. Confidence refers to the beliefs about one's capabilities to learn or perform behaviorism at designated levels and it is said to have a measure of control over individual's thoughts, feelings and actions. Responses to students' personal learning perception toward themselves are divided into two categories:

a. Students' Confidence

One of the characteristics of a good language learner is the people who have good self-image and self-confidence. The question items used to analyze the

student's confidence are Q13, which asked whether the participants will say anything in English until they can say it correctly, and Q14 which asked whether the participants enjoy practicing English with the native whenever they meet them and their willingness to practice speaking.

Theme 1: High self-confidence

The findings showed that 4 out of 6 participants had high confidence, as the learners' responses showed below:

I'm kind of full challenging and I'll not stop if I cannot deal with it. Alright, it's based on condition actually because I've found native we were in the same place at that time and I was easily greeted him and he responded very good and we talk a lot at that time.[MS]

C

Has high confidence

Yeah I enjoy, I met the native speaker last night, and they are Russian. I can't believe they can understand. **I try to make them understand what I say. I just asked about their personality and their name,** their life, and occupation. They are Muslim. [PP]

Tried to keep the conversation going

I've been two years learning English supported or funded by United States Embassy named *Access Microsholarship Program* so meeting with the foreigner especially American this is usual activities for me. **I don't feel nervous again and I prefer to listen to them than deliver my opinion.** [PK]

Build confidence through habitual activity

As the learners' responses above, they indicated that most of the learners shown the trait of good language learners. It also showed that the beliefs that individuals hold about their abilities and outcome of their efforts influence in great ways how they will behave. Confidence belief also activated emotional reactions. For example, individuals with low confidence think that speaking to

native speakers is tough and hence build stress, depression and a narrow vision on how to solve problems. Whereas, those with high confidence would be more relax in speaking to native speakers as well as solving difficult tasks. Therefore, these influences are strong determinants of the individual's level of achievement.

Theme 2: Low self-confidence

The study also identified two participants with less confidence in English language learning. The participants with less confidence could be considered essential to be concern at. The one of the factors was because they tended to decline as they get advance through level of education because of lack of teacher attention. The students' responses toward the questions are shown as following:

I felt nervous, I met the native in Malaysia and he asked “where is the toilet” (laugh) so I just said “oh turn left”. I feel nervous because I afraid that he didn’t get what I mean. When I was in elementary school my teacher asked me to give a graduation speech and she helped a lot in the preparation. I also get used to following some competitions at that time. **As I get older, I just thought that many other people have high ability in doing that so I don’t want to compete anymore.** [CN]

C

Has low self efficacy

Not rising potential and not optimistic

Another participant remarked:

I felt nervous, she is the adjudicator when I in debate competition. She is from Ohio University. I could say that is the first time I speak to native and **that was very interesting and challenging.** [RZ]

Temporary judgement

Eager to improve his knowledge or skill

The information from the interview showed that both CN and RZ could be classified as high ability students, because they had won some English competitions and had high GPA. Yet, they still felt nervous when they talks to

native speakers. However some student also influenced by their personality or cultural background, environment, less of social experience, and isolated by their own personal negative thinking caused they less self-confidence even though they are good at some skills but do not admit it.

b. Students' Grit

Grit is defined as perseverance and passion for long-term goal in this study. Grit involves working hard toward challenges, maintaining effort and interest over years despite failure, and adversity in progress. This study found two sub themes for the students' grit point based on the discipline schedule of learning in the participants' daily life.

Theme 1: Persistence of learning

In this study, the question items used to analyze the student's grit is Q20, which asked the participant habit in managing time for learning. Most of the participants, 4 out of 6 students, showed that they have had good time management for learning. Some of the students' responses as below:

I'm a person who try and eager to be commitment and consistent. I don't learn one day full to understand certain material but **I try to develop my ability day by day.** I also prefer to learn something when the lecturers teach me in the classroom so I listen well and study well. [PK]

G

Show perseverance

I don't set a specific time to learn but I prefer learning something from the environment every day or from a movie that I watch. If I have final exam tomorrow so I'll learn tonight and sometimes when I have enough understood about something I don't learn it **anymore because for me the core information that we need from learning is not**

G

Show perseverance

Long-term goal

only the same we got in that day but how we understand and comprehend about that lesson.

I've never memorize that so I just create an analogy in my head or arrange one by one to another and how it related so it's easier for me to remember than I memorize it one by one. [MS]

Based on the two responses above, the finding showed that the participants have already aware and planned their learning strategies. Students, who learn with sustained schedule and deliberate practice, tend to be more success in their learning. It was proved that, PK and MS had won some English competition and had good achievement in daily learning. It might implied that learners who spent more time in learning practice, such as studying and understanding the material insted of memorizing the whole subject, performed much better than others. This finding shows that individual with a lot of grit tend to set very long-term objectives and do not lose sight of them, even when they are not getting any positive feedback. They might think that there are no natural born as clever student. Every succeed language learner need study really hard and take a period of time in the process.

Theme 2: Learning behavior

In any case, there were two participants who did not set constant schedule for learning. Regardless of their some daily activities, they preferred to study when they think it needed. The students' responses toward the question are shown below:

In case of examination, I usually study and review the material at the night before. It just works well in me. I'm kind of people who don't prepare particular time in daily learning,

G

Don't set daily time for learning.

sometimes I study much in one time, sometimes I don't study at all because I thought that I've fully understood about the material. [RZ]

Study when it's needed

Much in one time, I guess so, because I'm kind of moody person. I still have no idea how to deal with my mood because that's really affected me. The weather is one of the factors that can change my mood because I'm from Takengon. When the weather gets hot, I will so lazy to do anything. If I have an examination, **I will study one night before even several hours before, I'm kind of chronic deadliner** but surprisingly the result is not so bad haha. [AP]

Don't show continuous learning

Easily affected by weather

Based on the participants' response above, it showed that they will vacate their time for learning depends on their necessity. Also, they learning habit will always change through some conditions. Perhaps because of their various activities the participants reported unwillingness to set up a continuous schedule for learning English. Surprisingly, although they did not set certain time for learning, the outcomes of their study were satisfied enough. It might happen because the participants keep learning through various activities which require English competency.

B. Discussion

Regarding beliefs about language learning, the participants generally had positive beliefs about learning the language. Specifically, they were most positive about their motivations and expectations. Starting from responses to theme 'belief of foreign language aptitude' show that most of the participants agreed on someone ability in learning language based on their effort not influenced by the ability of other subjects. Some of the reasons why the students agreed on language

learning ability are due to their own motivation to be successful people in the future or the fact that the students have won some English competitions.

The result is supported by Wang (2005) that found Chinese EFL students believed that people did not need to be gifted to be able to learn to speak a foreign language and average language abilities were probably adequate for the task of learning a foreign language. He also found that being able to speak more than one language was not necessarily associated with how intelligent a person was and that people who were good at mathematics and science could also be good foreign language learners. However, there were still two participants who disagreed with the statement that everyone has a special ability in learning English. The response might imply that the students had fairly negative assessments of their language learning abilities.

In terms of special ability in learning language, the students' responses also show differences of belief. Some students strongly believed they have had special ability in learning due to their motivation, and other people belief on themselves. Students who believed the statement tended to be more confidence in language learning while the rest of student who still arguing with their belief did not believe in their own ability tend to be less confidence in language learning. This tie in with the high confidence showed in their responses to questions 13 and 14. The result was also supported by Boakye (2007) that half of the students agreed with the statement, and the rest indicated that they were uncertain. This showed less certainty among the students.

In addition, the beliefs about the difficulty in English learning indicated the same responses among the participants. Most of the participants faced some barriers when they found unfamiliar vocabulary, pronunciation due to linking sound and how to elaborate ideas in writing task. The results were supported by Naghdipour (2014) that overseas Iranian undergraduate students held the same belief about the difficulty in English. More than half of the students rated English as a language of medium difficulty and less than one third considered it to be an easy language.

However, in this study, the students also have provided their own good solution that they could do to solve this problem included practice and get used with English learning. The result showed the participants have had high spirit in learning. When they face difficulties instead of complaining they have had the solution to the problem. The result was similar to Mohebi and Khodadady (2011) who found that the student when asked about the difficulty involved in learning English, most of the students did not consider English a difficult language. The study also suggested that teachers should be aware of learners' belief in order to assist less successful learners to become success.

Regarding statement of language learning and communication strategies, it was analyzed by Q17 which asked whether they have their own way or style of learning that can get them a better understanding. Most of the students used supporting media out of class to develop their English skills. The common media that the students use were videos, movies, BBC news reading, VOA news reading, novels, comics, National Geographic documentary video, English game from

Merriam Webster dictionary application, a Language learning application, such as Lingo Deer, then the last is grammar book, such as Betty Schramper Azar.

This is a very positive response. It showed that the students are willing to take responsibility for their own learning. Taking language learning outside the classroom is a positive step towards successful language learning. The characteristics of Good Language Learners (GLL) as described by Rubin and Thompson (1982, a cited in Thompson, 2005) included learners finding their own way, taking charge of their learning, and making their own opportunities for practice in using the language inside and outside the classroom.

Result research by Suwanarak (2012) and the present study are alike. The majority of the participants have their own initiative for their own learning out of the classroom which affected by their motivation. According to Suwanarak (2012), learners' motivation is another factor influencing the students' learning beliefs and their choices of learning strategies. Most of the students held strong instrumental motivation for learning English on account of self-imposed or other pressures at home as well as being more motivated to learn English for academic purposes and better job opportunities rather than for the purpose of social interaction.

Similarly, as noted by Nunan and Lamb (1996, p. 208, as cited in Thompson, 2005), "There is a high correlation between motivation and success". The students with whom they have consistently noticed the most improvement are those who are internally motivated. They are usually more successful than those who are motivated solely by their parents' or employers desire for them to learn

English. Students, who want to integrate into, learn about their new environment and who genuinely like the new community is typically more open to the experience of learning the new language.

Furthermore, the belief about students' personal learning perception toward themselves, especially in self-confidence, indicated the different responses among the participants. Most of the students, 4 out of 6, showed a high confidence based on their courage talking in front of people and talk to native speaker. According to Al Hebaish (2012), who conducted a research on the correlation between general self-confidence and academic achievement in the oral presentation course, revealed positive correlation showed that the higher the participants' level of general self-confidence, the higher were their oral presentation scores and conversely participants with low self-confidence had lower scores. In other words, the participants' level of general self-confidence was a significant predictor for their academic achievement.

Although most students indicated that they did not feel nervous when speaking English, the few who acknowledged feeling nervous might be reluctant to speak and this might slow the language learning process. This poses a challenge to the teacher. They would have to develop the belief or perception of the student. The results might imply that some students didn't have some requirements to be good language learner because based on Thompson's study (2005), one of the vital criteria of a good language learner is to believe that they are capable of learning; and they must have self-confidence.

In addition, based on the finding on this study, two participants still showed less of self-confident. The respond showed that, 2 out of 6 participants were nervous talk to native speaker or talk in public speaking occasion. The participants with low confidence should be considered as a warning and they need more attention from lecturer to build their belief. Interestingly, their belief about how they deal with mistake showed positive responses. Most of the students thought that mistake was just a bridging stone to their success. Other people may correct them if they make mistake in the learning process.

In terms of student's grit, the present study showed that most of the participants have developed their grit by setting a certain time for learning continuously. According to Bashant (2014), having grit means that students choose to invest their time and energy in a particular effort and give up many other things in order to pursue their passion. Gritty students have a deep commitment to which they remain loyal for many years. However, there were two participants who did not develop their grit habit in learning. Surprisingly, despite of wasting time in other activities, they learn the material that they thought it would be essential in English learning and join in some useful activities such as English debate club and discussion class which aim to develop their English skill.

According to Duckworth et al (2007), In particular, grit, more than self-control or conscientiousness or belief about learning, may set apart the exceptional individuals that made maximal use of their abilities. They conduct six experiments of different study to get the characteristic of successful people in their own field. They found one of the traits of successful people in their own field

is that perseverance or grit. It might conclude that grit may be as essential as IQ to high achievement. They also conclude that failure in learning is not a permanent condition. The learner may get a better result if they concern to develop their ability. The lecturer may use the idea that the failure is not a permanent condition, to enhance learners confident.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The results of the current research clearly indicated the existence of various important beliefs about English foreign language learning in the third year students majoring in English language education. For instance, the majority of students endorsed the facile of some languages, believed that they have special ability in foreign language learning, and took responsibility for improving their own learning through some media.

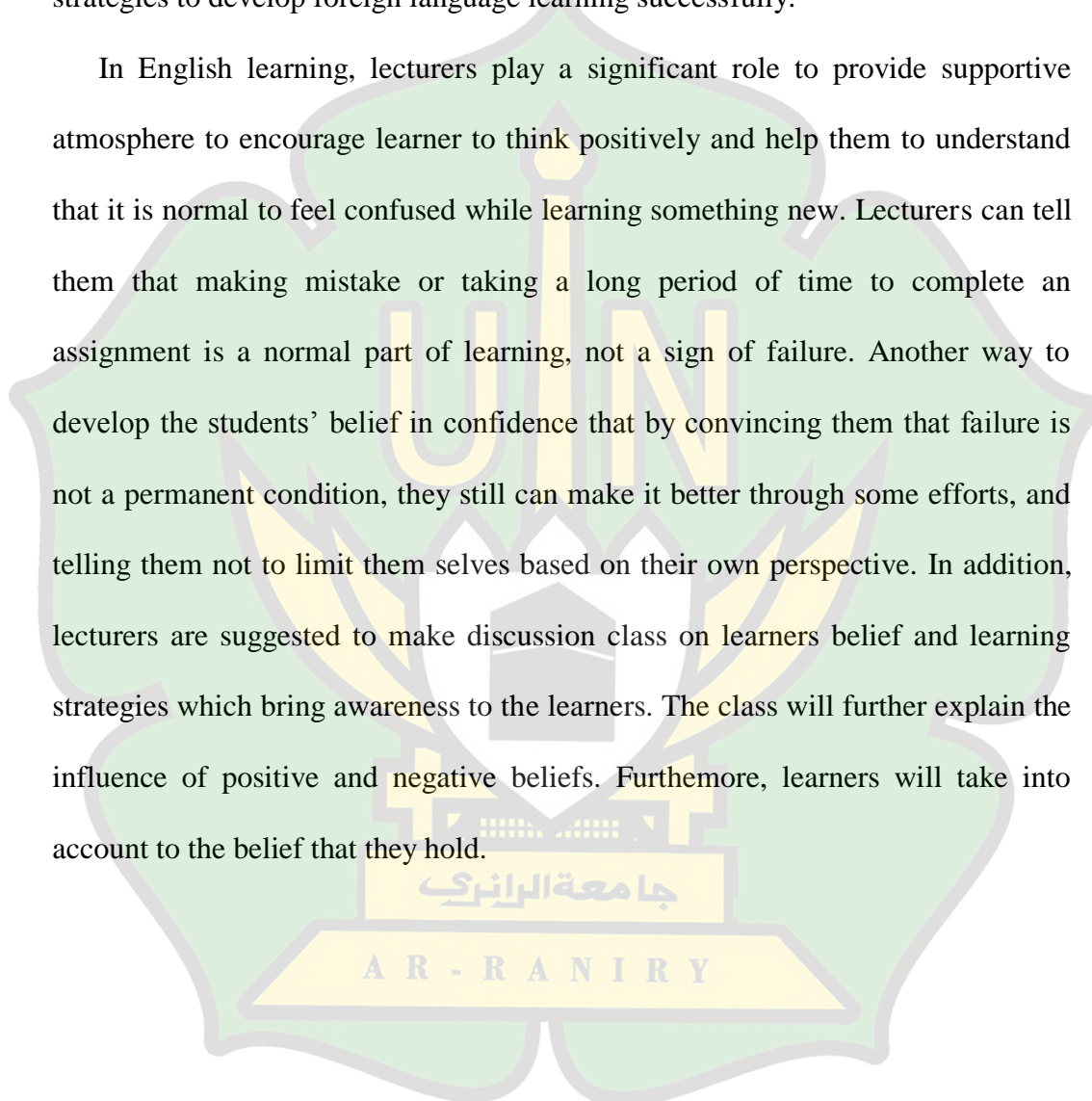
Furthermore, a high proportion of the participants in this study had confidence in learning and planned continuous schedule in their learning. It indicates that they have had some traits of good language learners. After all, this study provided a useful reminder that not only do students' belief about language learning affect their use of learning strategies, but also that their level of English language achievement influence the frequency of use and choices of learning strategies and belief about English language learning. Lecturer must take this belief and learning strategy variables into account in order to enhance the language teaching and learning.

B. Suggestion

By having understanding that beliefs about language learning and strategies are essential in language learning and largely influence the language learning process, students are expected to maintain their beliefs and demonstrate them into actions such as involve themselves in the language learning process, develop an

awareness of language both as system and as communication, pay constant attention to expand the language, and take into accounts the demands that language learning poses. If directed correctly, the learner will use appropriate strategies to develop foreign language learning successfully.

In English learning, lecturers play a significant role to provide supportive atmosphere to encourage learner to think positively and help them to understand that it is normal to feel confused while learning something new. Lecturers can tell them that making mistake or taking a long period of time to complete an assignment is a normal part of learning, not a sign of failure. Another way to develop the students' belief in confidence that by convincing them that failure is not a permanent condition, they still can make it better through some efforts, and telling them not to limit them selves based on their own perspective. In addition, lecturers are suggested to make discussion class on learners belief and learning strategies which bring awareness to the learners. The class will further explain the influence of positive and negative beliefs. Furthermore, learners will take into account to the belief that they hold.



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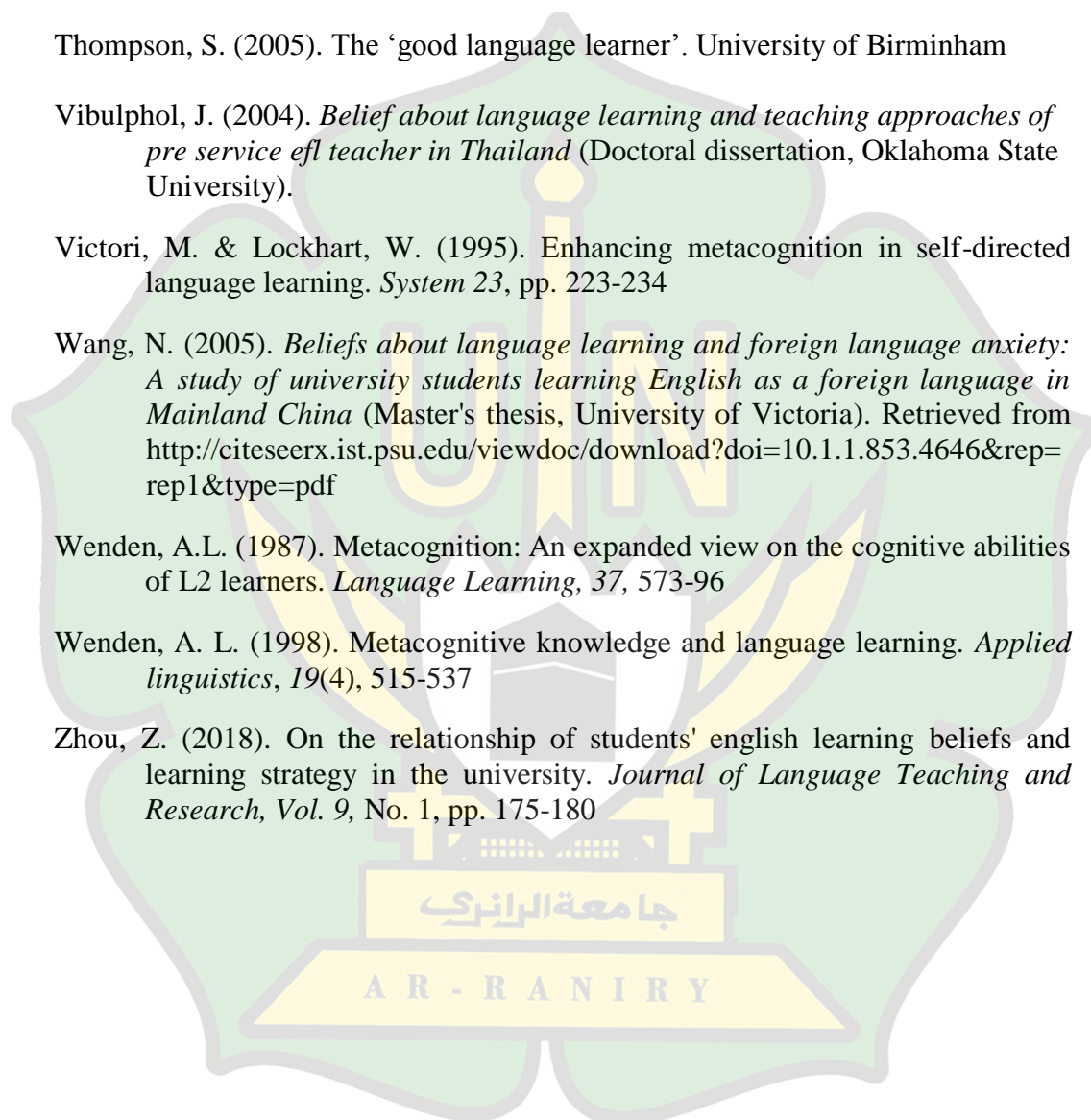
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Appendix 1:
Instrument (Interview Protocol)

Interview Protocol

Project: Exploring Student's Belief on English as a Foreign Language Learning

Time of interview : 09.15 am
Date : 2nd September, 2018
Place : Tarbiyah Faculty, building B of UIN Ar-Raniry
Interviewer : Yusra Maulina
Interviewee : [PP]
Position of Interviewee : Six-semester student of English Department

The present study sought to understand the belief about English language learning of third year students studying for English education and teacher training in Ar Raniry University. A semi structured interview based on Horwitz's (1987) BALLI was used to assess the students' beliefs. Questions about individual background and students' perception towards themselves, in terms of confidence and grit in learning, were also explored to support the information. Descriptive analysis and coding procedure were used to analyze the information. The data will be collected through a semi-structured interview which will be recorded and only used for the research purposes. There are no right or wrong answers, or desirable or undesirable answers. I would like you to feel comfortable saying what you really think and how you really felt. This conversation will be recorded and everything you say will remain confidential.

Questions:

1. Would you like to introduce little bit about yourself?
2. How long have you been studying English?
3. What was your experience with English prior to taking this subject?
4. Do you think, It is easier for children than adults to learn a foreign language, why?
5. Do you think, It is easier for someone who already learned a foreign language to learn another one?

6. Do you agree that people who are good at mathematics or science are not good at learning foreign languages?
7. How do you see yourself in learning foreign language, do you have a special ability for that?
8. Women are better than men at learning foreign languages. What do you think about that?
9. What kind of difficulties do you usually face during English learning?
10. Do you believe that you will be able to speak English very well? In scale 1 to 10 how would you rate your English?
11. If someone spent one hour a day learning a language, how long would it take them to speak the language very well?
12. Which one do you think easier to read and listen English than to speak and write ?
13. Will you say anything in English until you can say it correctly?
14. Do you enjoy practicing English with the native whenever you meet them? or you feel nervous?
15. Do you usually guess a word if you don't know a word in English?
16. Do you agree if beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on?
17. Do you have your own way/style of learning that can get better understanding?
18. How do you deal with mistake in learning?
19. Do you learn certain tips that help to keep conversations going?
20. Are you kind of people who study much in one time or little but consistent day by day?

Thank You

Appendix 2:

Documentations

1. Interview Process with Int. 1



2. Interview Process with Int. 2



3. Interview Process with Int. 3



1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

**NOTA USUL MUNAQASYAH SKRIPSI PROGRAM S-1
FAKULTAS TARBIYAH DAN KEGURUAN (FTK) UIN AR-RANIRY BANDA ACEH
SEMESTER GANJIL, TAHUN AKADEMIK 2018/2019**

Nomor : B-14/Un.08/KJ PBL/PP.00.9/12/2018

Tanggal: 18-12-2018

Ketua Prodi Pendidikan Bahasa Inggris, menerangkan bahwa:

Nama : Yusra Maulina
NIM : 140203030
Tempat/Tgl. Lahir : Banda Aceh/04 Agustus 1996
Kab/Kota : Banda Aceh

Beban SKS yang telah diselesaikan : 146 SKS, dengan
Total Nilai : 541
IPK : 3,71

Lulus Ujian Komprehensif dengan Nilai: 82 (A B C D E)
Lulus Ujian Komputer: Fotocopi Sertifikat/Surat Keterangan Lulus dengan Nilai: Memuaskan
Lulus Ujian TOEFL/TOAFL: Fotocopi Sertifikat/Surat Keterangan Lulus, dengan Nilai : 500/407
Lulus Baca Al-Qur'an (Tahsin): Fotocopi Sertifikat/Surat Keterangan Lulus, dengan Nilai : 83 (B)
Penasehat Akademik: Dr. phil. Saiful Akmal, M. A
KKU telah disetujui Pembimbing dengan judul:

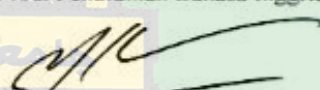
“Students’ Belief on English as Foreign Language Learning: A Case Study at the English Education Students, Faculty of Education and Teacher Training”

Pembimbing Pertama : Dr. T. Zulfikar, M. Ed
Pembimbing Kedua : Dr. phil. Saiful Akmal, M. A

Kami usulkan menempuh Ujian Skripsi dengan susunan Tim Penguji sebagai berikut:

No	Susunan Tim	Nama	Bidang
1.	Ketua	Dr. T. Zulfikar, M. Ed	Permasalahan, Metode & Teknik Penulisan
2.	Sekretaris	Chairul Iqbal Azis, S. Pd	Sekretaris
3.	Penguji I	Dr. phil. Saiful Akmal, M. A	Teori/Substansi
4.	Penguji II	Dr. Muhammad AR, M. Ed	Hasil Penelitian

Prodi Pendidikan Bahasa Inggris,


Dr. T. Zulfikar, S. Ag., M. Ed
NIP. 197804302001121002

SUSUNAN TIM PELAKSANA MUNAQASYAH SKRIPSI

1. Dr. T. Zulfikar, M. Ed	: Ketua
2. Chairul Iqbal Azis, S. Pd	: Sekretaris
3. Dr. phil. Saiful Akmal, M. A	: Anggota
4. Dr. Muhammad AR, M. Ed	: Anggota

Hari/Tanggal Sidang : Jumat / 28-12-2018
Jam/Ruang : 16:15 / Ruang 1

✓ **Cek List**

- Perbanyak 10 lembar setelah diisi untuk diserahkan kepada:
Tim penguji 4 orang (Beserta Skripsi, Lembar Soal dan Daftar Nilai)
1. Sie Alumni, lengkap dengan persyaratan lainnya
 2. Urusan Tempat 1 Lembar
 3. Kasubbag Keuangan, Lampirkan SK Bimbingan 2 Lembar
 4. Ketua Prodi 1 Lembar
 5. Mahasiswa Ybs.
 6. Lembar Asli dan Transkrip Nilai 1 rangkap dikembalikan ke Tempat Pendaftaran

Wakil Dekan I Bidang Akademik,


Drs. Mustafa AR, M. A., Ph. D
NIP. 196712311994031035



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
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Surat Keterangan

Nomor: B-470/Un.08/KP.PBI/TL.00/11/2018

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh An. Wakil Dekan Bidang Akademik dan Kelembagaan, Nomor: B-6984/Un.08/FTK.1/ /TL.00/07/2018 tanggal 05 Juli 2018, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Yusra Maulina
NIM : 140203030
Prodi : Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data pada Prodi Pendidikan Bahasa Inggris (PBI) Fakultas Tarbiyah dan Keguruan dalam rangka penyusunan Skripsi yang berjudul:

Student's Belief on English as Foreign Language Learning: A Case Study of the English Education Student and Teacher Training Faculty.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 27 November 2018
Ketua Prodi Pendidikan Bahasa Inggris,

20


T. Zulfikar

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 Senior High School : MAS Ruhul Islam Anak Bangsa
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