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INVESTIGATING RURAL JUNIOR HIGH SCHOOL STUDENTS BELIEFS IN ENGLISH LANGUAGE LEARNING (A Study at three remote junior high schools in Teunom District, Aceh Jaya)

Ketua Peneliti

Mulia, M.Ed.

NIDN: 2013107801

NIPN: 201310780108000

Anggota:

1. Amiruddin, M.Pd.

Klaster	Penelitian Dasar Pengembangan Program Studi
Bidang Ilmu Kajian	Tarbiyah dan Ilmu Pendidikan
Sumber Dana	DIPA UIN Ar-Raniry Tahun 2020

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- d. Bidang Ilmu yang diteliti : Tarbiyah dan Ilmu Pendidikan
2. Peneliti/Ketua Pelaksana
- a. Nama Lengkap : Mulia, M.Ed.
- b. Jenis Kelamin : Laki-laki
- c. NIP (*Kosongkan bagi Non PNS*) : 197810132014111001
- d. NIDN : 2013107801
- e. NIPN (ID Peneliti) : 201310780108000
- f. Pangkat/Gol. : III/b
- g. Jabatan Fungsional : Asisten Ahli
- h. Fakultas/Prodi : Tarbiyah / Pendidikan Bahasa Inggris
- i. Anggota Peneliti 1
- Nama Lengkap : Amiruddin, M.Ed.
- Jenis Kelamin : Laki-laki
- Fakultas/Prodi : Tarbiyah / Pendidikan Bahasa Inggris
- j. Anggota Peneliti 2 (*Jika Ada*)
- Nama Lengkap : -
- Jenis Kelamin : -
- Fakultas/Prodi : -
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Mengetahui,
Kepala Pusat Penelitian dan Penerbitan
LP2M UIN Ar-Raniry Banda Aceh,

Banda Aceh, 5 Oktober 2020
Pelaksana,



Dr. Anton Widyanto, M. Ag.
NIP. 197610092002121002

Mulia, M.Ed.
NIDN. 197810132014111001

Menyetujui:
Rektor UIN Ar-Raniry Banda Aceh,

Prof. Dr. H. Warul Walidin AK., MA.
NIP. 195811121985031007

PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : **Mulia, M.Ed.**
NIDN : 2013107801
Jenis Kelamin : Laki-laki
Tempat/ Tgl. Lahir : Siem, 13 Oktober 1978
Alamat : Dusun Teunun Adat Siem Darusslam
Aceh Besar
Fakultas/Prodi : Tarbiyah / Pendidikan Bahasa Inggris

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Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 22 September 2020
Saya yang membuat pernyataan,
Ketua Peneliti,



Mulia, M.Ed.
NIDN. 2013107801

**INVESTIGATING RURAL JUNIOR HIGH SCHOOL
STUDENTS BELIEFS IN ENGLISH LANGUAGE LEARNING
(A Study at three remote junior high schools in Teunom District,
Aceh Jaya)**

Ketua Peneliti:

Mulia, S.Pd.I., M.Ed.

Anggota Peneliti:

Khairisman, S.Pd.I., M.Pd., & Amiruddin, M.Pd.

Abstract

This research was aimed at finding out students' beliefs about English learning in remote junior high schools in Teunom district of Aceh Jaya regency by using Horwitz's Beliefs About Language Learning Inventory questionnaire. As the population, three remote junior high schools were involved that consisted of twelve classes. the samples of this research are students of twelve classes of the three schools. 136 students. The collected data were analyzed through a quantitative procedure by using a statistical formula to find the percentage of each statement. The results show that the students endorsed variety of beliefs about English learning. The most common beliefs held by students was motivation and expectation (72,35%) followed by beliefs about the nature of language learning (65.15%), beliefs about learning and communication strategies (60.88%), beliefs about foreign language aptitude (43.53%), and beliefs about the difficulty of language learning beliefs (37.35%).

Keywords: *rural students, beliefs, English learning*

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CHAPTER I

INTRODUCTION

A. Background of Study

Innumerable studies have been carried out to discover the differences between successful language learners and unsuccessful ones starting from the 1970s with the “Good Language Learners” studied by Naiman, Frohlinch, Stern and Todesco (1978). This search has attracted language researchers to continue the search in two areas. The first interest is in language learners strategies concerning with any action taken by the learners in order to make learning easier, faster, more effective and more enjoyable (Oxford, 1990). The second one is that language learners’ beliefs related to any preconceived ideas, views and opinion that they have about language learning (Truitt, 1995).

Furthermore, the shift from teacher-directed to student-centered has become an interesting issue over years particularly relating to language learning. Hence, understanding language learners is indispensable in order to help them achieving the goals of the target language. Researchers have put many efforts on examining various evidences about their language learning both observable and unobservable attributes (e.g. Wesely, 2012; Mohebi & Khodadady, 2011; Aragão, 2011; Barcelos & Kalaja, 2011; Novarro & Thornton, 2011). One of the unobservable attributes that considered the most important is learners’ beliefs about language learning.

Beliefs are the base concept that individuals have in defining and understanding the world and themselves (Navarro, & Thornton, 2011). They are developed whether consciously or unconsciously by various variables such as learners' cultural background (Larsen-Freeman, 2001), pedagogical situation (Gardner, 2007), or previous learning experiences (Agudo, 2014). Moreover, researchers believe that language learners come to the classroom bringing their various beliefs about the language itself (Sakui & Gaies, 1999).

Furthermore, learners' beliefs will affect not only their attempts in learning a language but also their methods and strategies used to achieve the proficiency level of the target language. For example, positive beliefs ease learners to resolve issues and keep their motivation, while the negative beliefs tend to diminish their motivation (Bernat & Gvozdenko, 2005). Besides, to provide more evidence that beliefs have major influence on learners' achievement, many studies report that learners who hold positive beliefs about language learning acquire higher proficiency level compare to those who do not have (Dörnyei, 2014). Moreover, many studies (e.g. Nhapulo, 2013; Al-Roomy, 2015; Yi & Park, 2015) prove that beliefs can influence the learning process which may either help or hinder the success of language acquisition itself. For example, if studying a language is considered important or interesting, students will reveal a higher degree of motivation and thus their mastery of the language will increase (Gardner, 2000).

In Indonesia, the differences between schools in the rural and urban area have become a major problem in the educational realm

regarding facilities and teachers. Schools in a city or urban area have sufficient facilities for English learning and have more competent teachers than schools in rural area. Therefore, students in the urban area learn English comfortably supported by good facilities for English learning and skilled teachers. In contrast, students in a rural area must deal with inferior learning environment due to limited facilities for English learning and lack of English teachers. In this inferior environment, students from the rural area might have formed some mistaken beliefs about English learning. For instance, they might believe that learning English is all about grammar and vocabulary as they always deal with in their classroom. Also, their cultural backgrounds such as gender and age also influence the beliefs they hold such as when they believe males are better at English learning than females or vice versa.

Considering the important of language learning beliefs for students to be successful, particularly in English learning, it is important to identify their beliefs. It is beneficial not only for students themselves but also for the teachers. Furthermore, students in remote area might hold mistaken beliefs about English learning as the researcher personal experience while teaching in rural or remote area for four years. For example, they beliefs that English is not important which make them less motivated in learning English. In addition, self-awareness about the importance of English has been absence from rural students, if not all. Thus, students view English as only a matter of subject that must be taken. Practicing English in public area or even in school is considered imperious where vernacular or Acehnese is

accepted at all the time in any occasion. Such condition is easily found in the rural area, especially in Teunom district of Aceh Jaya.

Therefore, based on the current views of language learners' beliefs, it is important to conduct a research in order to identify rural students' beliefs in learning English.

B. Research Question

Considering the fact that this study is very important to conduct because it can provide valuable information for both teachers and students, the researcher formulated the following research question. What beliefs are held by rural junior high school students in Teunom district of Aceh Jaya regency in learning English?

C. Research Objective

Based on the aforementioned research question, the researcher is intended to indentify beliefs held by rural senior junior school students in Teunom district of Aceh Jaya regency in learning English.

D. Research Significances

Theoretically, the result of this study can provide insightful understanding about students' condition in a rural area related to students' beliefs in learning English. It is also can be valuable information for teachers in order to meet the students' needs and expectations.

In addition to the practice, the finding of this research can help teachers in understanding students' beliefs and it is useful for

teachers in developing the teaching materials and arranging classroom activities in order to build the teaching and learning process effectively. Moreover, it will facilitate them to be more autonomous and confident in achieving their success when they recognize their beliefs and preferred strategies.

CHAPTER II

THEORETICAL BASIS

A. Definition of Beliefs

Starting in the middle 1980s, learners' beliefs have become the attention of researchers and have become a hot topic to discuss. The efforts made by researchers in order to show the importance of beliefs in language learning have begun since the assumption that success in language learning depends less on materials or linguistic analysis, but it relies more on what the individuals have in mind about the language itself (Stevick, 1980). Language educators have realized that learners hold some complex beliefs about learning a language such as beliefs about the best way to learn a language and beliefs about their pros and cons of the language tasks (Tognini, 2000).

The current views of language learning have suggested that learners' beliefs are vital to be investigated by language learning researchers, especially when learning a language takes place in the classroom context (Ku & Chang, 2011; Agudo, 2014; Al-Roomy, 2015). Even though most researchers agree with the statement that learners' beliefs have a strong influence over the language learning process, there isn't any consensus yet about the beliefs definition. As Brown (2009) demonstrates that beliefs are an important variable of individual differences in learning a second or foreign language, but beliefs are also difficult to define. Wenden (1998) points out that knowledge about learning or metacognitive knowledge is also known as learner beliefs. She acknowledges that there is no consensus on the

differences between beliefs and knowledge. However, she attempts to draw the differences between metacognitive knowledge and beliefs. She defines metacognitive knowledge as the information experienced from a formal learning, while beliefs as individual understanding which is absent in knowledge.

According to Pajares (1992), the terms of beliefs are used interchangeably with other terms such as judgments, perceptions, opinions, values, conceptions, preconceptions, axioms, personal theories, internal mental processes and metacognitive knowledge. Other terms used for beliefs including “beliefs” (Wenden, 1986a), “learners' philosophy of language learning” (Abraham & Vann, 1987), “learners' representation” (Holec, 1987), “cultural beliefs” (Gardner, 1988), “representations” (Riley, 1994), “folk linguistic theories of learning” (Miller & Ginsberg, 1995), and “the culture of learning language” (Cortazzi and Jin, 1996).

Furthermore, some view beliefs as preconceived notions or metacognitive knowledge (Wenden, 1986b), while some others view beliefs not only a cognitive concept but also a social-cultural construct which derived from problems and experiences (Kalaja & Barcelos, 2006). Also, Victori and Lockhart (1995) consider beliefs as common assumptions which students have about themselves as learners. In addition to those explanations, beliefs also defined as any preconceived notions, ideas, views and opinions about language learning that learners have (Truitt, 1995; Kuntz, 1999).

The reasons behind the different terms used over beliefs due to researchers on language learners' beliefs adopt different approaches

in their studies such as normative, metacognitive or contextual (Barcelos, 2003; Bernat & Gvozdenko, 2005). The normative approach is symbolized by quantitative studies which usually done with the questionnaires (Cotterall, 1999; Shen, 2010). The metacognitive approach is similar to the study conducted by Wenden in 1987 with the use of semi-structured interview and self-reports in order to find autonomous learners' beliefs and behaviors (Barcelos, 2003). The contextual approach sees beliefs as dynamic and depends on context. This approach is also known as a discursive approach (Kalaja, 2003) or ecological approach (Bernat, 2008), which embraces ethnographic approach in collecting the data such as learning diaries (Hosenfeld, 2003), metaphor analysis (Kramsch, 2003) or classrooms observation (Barcelos, 2003).

Apart from the diversity of the terms used, the present study views beliefs as personal perception or theory about foreign language based on or developed from previous experience. The definition includes issues about who can learn language best, the best way of learning the language and the best place or environment to learn a language.

B. Classification of Beliefs

Wenden and Horwitz, undoubtedly have a great contribution to acknowledge the contents of learner's beliefs. Wenden (1987) identifies three categories of beliefs based on 25 adult learners' responses to her semi-structured interview. First, the use of the language which is beliefs about the importance of learning in a

natural way. Second, beliefs about learning grammar. Third, beliefs about the importance of personal factor which refer to aptitude and self-concept for learning. The three categories above are formed based on her close analysis of the twelve statements which represent learners' beliefs.

In contrast, Horwitz (1988) develops a close-ended questionnaire to know language learning beliefs of 241 undergraduate foreign language students (German, Spain and France) at the University of Texas. In her study, she classifies beliefs into five categories: 1) foreign language aptitude (regarding aptitude or special ability for language learning), 2) the difficulty of language learning (concerning the difficulty of learning English), 3) the nature of language learning (related to the nature process of English learning), 4) learning and communication strategies (focusing on how to communicate in English) and 5) motivation and expectation (pertaining learner motivation and expectation of English learning).

Furthermore, Richards and Lockhart (1996) categorize learners' beliefs about English language into eight categories: 1) the nature of English: focusing on the complicated aspects of English, 2) speaker of English: views and attitudes of the learners about native speaker, 3) the four language skills: assumptions of the learners about the nature of speaking, listening, writing and reading, 4) teaching: views of the learners about the effective and ineffective teaching, 5) language learning: opinions of the learners about mastering a language effectively, 6) appropriate classroom behavior: views of the learners on how to interact in the classroom politely, 7) belief about self:

learners beliefs about their ability, and 8) beliefs about goals: concerning about their language learning goals.

Aside from the differences of belief categories identified above, the present study stands with the categories proposed by Horwitz considering that they have been widely used either for master theses or doctoral dissertations all over the world.

C. The Origin of Beliefs

The origin of beliefs has been considered developed whether consciously or subconsciously. Larsen-Freeman (2001) states that learners have common beliefs, in some cases, mistaken beliefs on how the language should be learned or taught are usually influenced by classroom experience, and some of which acquire from their cultural background. On top of that, Horwitz (1999) reviews any possibility of cultural and situational factors which influence learners' beliefs. Further, she finds that cultural differences contribute to forming learners' beliefs. With regard to language learning, Gardner (2007) states that the individual might hold various beliefs in language learning for example beliefs about its values, implications, expectations, and what can and cannot be achieved which all of them are derived and developed from cultural context. Further, he provided an example of North American who believe that Europeans are better in language learning. Whether or not that is true, it would likely influence the North American beliefs about their success. In addition to educational context, which refers to the educational system applied, it also becomes a factor that can influence individual

belief about language learning considering its curriculum, the quality of the program, skills of teachers, adequacy of materials, class atmosphere, etc. (Gardner, 2007).

Beliefs, moreover, might also come from pedagogical situation applied in the current institution or environment where learners take part in it (Gardner, 2007). It can be drawn while the instructors or teachers tend to have beliefs more on “focus on forms” than “focus on meaning”. As a consequence, language learners tend to believe that grammar is the most important element in the way of achieving the language goals. Similarly, Kern (1995) states that students’ beliefs also shaped by their teachers’ beliefs as a result of her study of comparing teachers’ and students’ beliefs.

Furthermore, Agudo (2014) analyzes Spanish learners’ beliefs about EFL learning and reports that the beliefs which learners hold are stimulated by their previous classrooms learning experiences. Another fact also provided by Schommer (1990) that many “disabling” beliefs that junior high school students hold about learning come from their previous instructional. In the same line, Stodolsky (1988) states that students’ beliefs about learning also related to their experience of different teaching method and different classes.

D. The Importance of Beliefs

The notion of how important beliefs have been discussed in some literature and have attracted language researchers to put their efforts on studying beliefs in learning. In language context, most

researchers agree that successful language learners have helpful beliefs about the language including beliefs about their ability or beliefs about the effectiveness of strategies used. We have seen a number of facts that show the importance of beliefs in language learning. For example, students who have positive beliefs about learning a language possess good motivation, less anxiety, more strategies and have better achievement in language learning (Banya & Chen, 1997). Then, a study conducted by Bernat (2006) also reveals that proficient language learners develop more realistic beliefs towards language learning which lead them to be successful learners. In contrast, students who possess mistaken beliefs about language learning tend to have less motivated, lack of effective strategies used, more anxiety and negative self-concept (Huang, 2006). Additionally, Horwitz (1988) states that learners with unrealistic or mistaken beliefs may lead them to less effective in the classroom and in some case they tend to end their studies.

The complex nature of learners' beliefs and how they interrelate with the instructional context is investigated by Kern (1995) by employing pretest and post-test techniques over fifteen weeks. He finds that there is a substantial change in some beliefs after analyzing students' responses to the given items. He then also reports that teachers' beliefs do not contribute significantly to the student's beliefs, but students beliefs might become closely align with the teachers' beliefs over the long period of instruction. In addition, the change of learners beliefs about their experience of instructional

context also found by other researchers (e.g. White, 1999; Sakui & Gaies, 1999).

In contrast with the finding above, Benson and Lor (1999) argue that learners' beliefs are probably changed based on a given context since their beliefs emerge from the interaction of their conceptions and beliefs with a particular context. Also, learners' beliefs are dynamic and situation-specific which means beliefs can change over a period of time as a product of new experience (Sakui & Gaies, 1999). In *Introduction to Beliefs and SLA revisited* book, Barcelos and Kalaja (2011) uses the word "fluctuating" to describe the change of beliefs which further defined that the same person can have different beliefs about the same aspect regarding SLA during a short period of time or at different times in his/her life.

Most of the researcher, however, concur to Kalaja (1995) who characterizes beliefs as stable. On the contrary, Peirce (1995) states that it would be risky to assume beliefs as stable due to they may change after some period of time. Pervin (2011) states beliefs are not only culturally bound but also integrate with country geography, religion, community as well as the language used and beliefs are formed early in life so that they are hard to be changed. Besides, Amuzie and Winke (2009) who study the change of beliefs because of studying abroad states that beliefs are dynamic, variable, responsive to the context and socially constructed. Further, they claim that the change of beliefs is influenced by teachers' role, self-efficacy and learners autonomy. In other words, the more learners expose in the current learning context, the more their beliefs change.

E. The Role of Beliefs in Language Learning Strategies

The debates over beliefs whether or not can affect actions have put researchers views differently. Some claim that beliefs do determine action, while others contend that contextual factors contribute more to the actions rather than beliefs (Barcelos, 2000). As an illustration, in some point of our lives, we have to choose and behave based on our incompatible beliefs (Pejares, 1992). Moreover, Murphey (1996, cited in Barcelos, 2000) reveals that behavior can also affect and change beliefs as well as beliefs can influence the taken actions.

Many research has been done related to the role of students' beliefs to the chosen strategies in language learning. It now becomes one of the most intriguing areas to be investigated by language practitioners. Some of the possible relationships between beliefs and strategies are found by Wenden (1986a). The result of her study reveals that learners who believe the use of language is important would likely use communicative strategies. Similarly, Yang (1999), using BALLI and SILL as instruments for her study along with quantitative analysis with the involvement of several statistical procedures, uncovers that beliefs are an important factor in forming language learning behavior.

To add, some evidence has been shed us more lights on how beliefs can influence the learners' behavior. As an example, McDonough (1995, cited in Cotterall, 1999, p.497) states that beliefs are an important stimuli for actions, as he says "...what we believe we are doing, what we pay attention to, what we think is important,

how we choose to behave, how we prefer to solve problem, form the basis for our personal decisions as how to proceed". In addition, Victori and Lockhart (1995, p. 225) show the differences between realistic beliefs which successful learners possess and the unrealistic beliefs which poor learners possess and conclude that "...if students develop or maintain misconceptions about their learning...they are not likely to adopt a responsible and active attitude in their approach to learning and may never become autonomous".

Also, Tumposky (1991) yields that beliefs that the learners have commonly come from their learning social context and beliefs can affect both language learning and attitude toward the language itself in specific.

F. English as a Foreign Language in Indonesian Context

In Indonesian context, students at least are familiar with two languages since they have a variety of vernaculars. Therefore, it seems that Indonesians are effortlessly mastering a new language. However, it does not imply learning English is easy for Indonesians since most of them find English as a very challenging language to learn. A number of issues arise as English language learning problems such as Indonesians' perception about English, lack of motivation and inappropriate learning system.

Initially, the objective of learning a language is to communicate effectively and efficiently. In Indonesia, English is an obligatory subject starting from junior high school to junior high school, but starting in July 2016, as a new curriculum, it also being a compulsory

subject in the elementary level. Roughly estimated, Indonesian students had learned English for six years at formal phase. Even though they spend a great deal of time in learning English, it is not a guarantee that they are proficient in English, especially in communication skill. Schools mostly stress English on the subject rather than on proficiency level, mainly schools which lie in rural areas.

Furthermore, the self-awareness about the importance of English has been absence from most Indonesians, if not all. Thus, students view English as only a matter of subject that must be taken. In addition, practicing English in public area or even in school is considered imperious though vernacular or Bahasa Indonesia is accepted at all the time in any occasion. Such condition can easily found in the rural area. It is a common obstacle in learning English particularly for countries whose first language is not English.

G. Previous Study about Beliefs in English Learning

There are two previous studies used in conducting this research. The first study was conducted by Erlenawati (2002). She employed Horwitz's beliefs questionnaire and interview technique to investigate three Indonesian learners' beliefs in learning English. The three participants of the study were at the age of university level (19-25 years) who were undertaking English course at an Australian university. They had lived in Australia for four months when the study conducted. The finding of her study discovered that the

participants held realistic beliefs, especially concerning the communicative aspect.

The last previous study of this research was conducted by Azita Mokhtari in 2007. In her study, she delivered three sets of questionnaires: Individual Background Questionnaire (IBQ), Oxford's strategy questionnaire, and Horwitz's beliefs questionnaire in order to investigate 166 Persian university students in the USA regarding their strategies used and beliefs in English learning. The finding of BALLI discovered that the participants held a strong belief about "motivation and expectation" and "foreign language aptitude" category. Besides, the most common strategies used by Persian students based on the reported SILL were "compensation" and "social" strategies.

The differences between the studies described above and the present study relating to participants and context. Regarding the participants, the present study concerns on students in the rural area where English is their first foreign language and their age ranges from 13 to 16 years old. In contrast, the two studies mentioned above focused on finding students' beliefs at the age of university level. In addition to the context, the present research is done in Indonesian context where none of them has experience of being in the English spoken country, and none of them has taken English course, except English is learned formally in the school with the average 120 to 200 minutes per week.

CHAPTER III

RESEARCH PROCEDURE

A. Research Design

This research focuses on finding information about students' beliefs in learning English. The research is in quantitative survey design. According to Dornyei (2003), survey is an effective way to find out more about factual information (e.g. age, ethnicity, gender), attitudinal information (e.g. beliefs, opinions, interest), and behavioral information such as what students regularly do in learning. Since it is a survey research, a written questionnaire is used as the main instrument. The questionnaire is translated into Indonesian in order to obtain accurate responses from the chosen samples.

B. Research Location

Teunom is a district that located in western of Aceh province. The district has five junior high schools, where three of them are located in the remote area. This research takes place at three different remote schools in the district of Teunom. The first school is located in Paya Baro village, the second is in Pasi Timon village while the second one is in Kubu village.

C. Population and Sampling

Teunom is a district in the administrative of Aceh Jaya regency, which located at western Banda Aceh, the capital of Aceh. This district has four

junior high schools in which one of them located at the heart of the district. In contrast, the other three schools are located in more remote areas. Therefore, as the population of the current research, all the three remote junior high schools were involved. Specifically, the schools were first SMPN 2 Teunom which consisted of 6 classes (2 classes of grade VII, 2 classes of grade VIII, 2 classes of grade IX). Second, SMPN 3 Teunom which consisted of 3 classes (1 class of grade VII, 1 class of grade VIII, 1 class of grade IX). Third, SMPN 4 Teunom which consisted of 3 classes (1 class of grade VII, 1 class of grade VIII, 1 class of grade IX). In sum, there were 10 classes involved in this study which consisted of grade VII, VIII and IX of the three mentioned schools. The overall students of the three remote schools was 294 students.

In addition to the sample, the researcher determined the sample for this research by using nonprobability-sampling technique by means of purposive sampling. As explained by Cohen (2007), nonprobability-sampling technique is made based on specific judgment for special purpose. Therefore, the samples of this research were students of twelve classes of the three schools. It is made based on the consideration that the three schools, SMP Negeri 2, SMP Negeri 3 and SMP Negeri 4 of Teunom, located in remote areas. Specifically, the sample of this research were three classes of SMPN 2 Teunom (1 class of grade VII, 1 class of grade VIII, 1 class of grade IX), three classes of SMPN 3 Teunom (1 class of grade VII, 1 class of grade VIII, 1 class of grade IX), and three classes of SMPN 4 Teunom (1 class of grade VII, 1 class of grade VIII, 1 class of grade IX). As a result, twelve classes were chosen as the samples for this research which consisted of 136 students.

D. Technique of Data Collection

The technique of the data collection in this research is a questionnaire. It is used in order to collect information about rural junior high schools students' beliefs in learning English.

a. Instruments

In this research, the BALLI questionnaire is used to collect information about students' beliefs in learning English. The original BALLI is in 5-point Likert scale consisting of 34 items developed by Elaine Horwitz.

In this study, however, the BALLI is modified to get accurate data about the students' beliefs in learning English, for example, the word 'English' is used instead of 'foreign language' and some items of the BALLI is eliminated to make the instrument more appropriate for the students context such as the item "It is easier for someone who already speaks a foreign language to learn another one". In addition, the number of BALLI items is also modified to be 25 items, in which each category had five items.

b. Validity and Reliability of Instrument

The validity of instrument used within this study refers to the content validity, as e (Mackey & Gass, 2005). The content of several instrument are checked and revised by experts in order to assess its validity and reliability. Revisions are made to make the instruments suitably meet the need to gather required data.

E. Technique of Data Analysis

The data elicited from the students' responses to each item of the BALLI is checked for validation carefully. Then, the data are categorized based on the Liker's scale point system to be inputted into the computer and then analyzed quantitatively using Microsoft Office Excel 2013.

The next stage is analyzing the data in a statistical descriptive way which consisted of percentage and frequency. It is used to perform participants' responses toward the BALLI questionnaire. Lastly, the results of the descriptive statistics were tabulated in the table and analyzed qualitatively.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

BALLI is a questionnaire used in this research to discover students' beliefs in five areas. They are students' beliefs about foreign language aptitude, beliefs about the difficulty of language learning, beliefs about the nature of language learning, beliefs about learning and communication strategies, and beliefs about motivation and expectations.

1. Beliefs about Foreign Language Aptitude

The BALLI items of number 1, 2, 3, 4 and 5 concern with the characteristics of good and poor language learners and beliefs about the existence of special ability for learning a language. Therefore, these items deal with the issues of the individual potential for language learning achievement.

Table 1 Beliefs about foreign language aptitude

Item	Statement	1 (f)	2 (f)	3 (f)	4 (f)	5 (f)	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)
1	It is easier for children (12 - 18 yrs.) than adults (18 - 21 yrs.) to learn English.	3	5	15	78	35	2.2	3.7	11.0	57.4	25.7
2	Some people have	2	10	22	78	24	1.5	7.4	16.2	57.4	17.6

	a special ability for learning English.										
3	I have aptitude for learning English.	3	26	66	33	8	2.2	19.1	48.5	24.3	5.9
4	People who are good at mathematics or science are not good at learning English.	28	67	25	11	5	20.6	49.3	18.4	8.1	3.7
5	Women are better than men at learning English.	28	61	23	18	6	20.6	44.9	16.9	13.2	4.4
Total		64	169	151	218	78					
Percentage							9.4	24.9	22.2	32.1	11.5

As displayed in Table 1, the questions about the characteristics of good English language learners show interesting results. Most students (83.1%) gave positive responses either “agree” or “strongly agree” to the statement children are better in English learning than adults. In contrast, students reported their disagreement with 44.9% “disagree” and 20.6% “strongly disagree” to the statement “women are better than men at learning English. Similarly, 49.3% students disagreed with the notion that good students in science are not good at learning English.

Regarding the special ability needed in learning English, most students 57.4% students agreed to the statement “some people have a special ability for learning English”. When it came to their own aptitude, the majority of students (48.5%) revealed that they neither agreed nor disagreed with the statement that they have such aptitude for English learning.

2. Beliefs about the Difficulty of Language Learning

The BALLI items 6, 7, 8, 9 and 10 concern with the general difficulties in learning English and students’ difficulties in learning the four English skills.

Table 2 Beliefs about the difficulty of language learning

Item	Statement	1 (f)	2 (f)	3 (f)	4 (f)	5 (f)	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)
6	English is: 1) very difficult; 2) difficult; 3) medium; 4) easy; 5) very easy	9	18	92	14	3	6.6	13.2	67.6	10.3	2.2
7	I believe that I will ultimately learn to speak English very well.	1	15	47	37	36	0.7	11.0	34.6	27.2	26.5
8	If someone spent one hour a day learning English,	0	43	39	10	14	0.0	31.6	28.7	7.4	10.3

	how long would it take then to speak English very well: 1) less than a year; 2) 1 - 2 years; 3) 3 - 5 years; 4) 5 - 10 years; 5) you can't										
9	It is easier to speak than understand English.	6	23	32	60	15	4.4	16. 9	23. 5	44. 1	11. 0
10	It is easier to read and write English than to speak and understand it.	4	29	38	42	23	2.9	21. 3	27. 9	30. 9	16. 9
	Total	20	12 8	24 8	16 3	91					
	Percentage						2.9	18. 8	36. 5	24. 0	13. 4

As showed in Table 2, the majority of surveyed students (67.6%) believed that English is in a medium level of difficulty. Concerning the time needed to speak English well, the students agreed that it would take 1 to 2 years (31.6%) or 3 to 5 years (28.7%) if they spend an hour a day for learning. However, they had a positive response about their own prognosis to their fluency in speaking English. It was proved by their “agree” (27.2%) and

“strongly agree” (26.5) to the item “I believe that I will ultimately learn to speak English very well”.

Focusing on the difficulty of particular English skills, most students felt that speaking English is easier than understanding it with 44.1% of them agreed with the notion “it is easier to speak than understand English”. Similarly, they also came to an agreement that reading and writing are less difficult compared to speaking and understand it (30.9%). In another word, most of the students believed that understanding English spoken is the most difficult skill in learning English.

3. Beliefs about the Nature of Language Learning

This category of BALLI put attention to a wide range of issues dealing with the nature of learning process. Item 11 of BALLI concern about the role of cultural contact for language achievement, while items 12, 13 and 15 concern about students’ conception of language learning task. Finally, item 14 assesses students’ opinion whether or not English differs from other subjects in terms of learning.

Table 3 Beliefs about the nature of language learning

Item	Statement	1 (f)	2 (f)	3 (f)	4 (f)	5 (f)	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)
11	It is best to learn English in an English-speaking country.	14	37	25	20	40	10.3	27.2	18.4	14.7	29.4

12	The most important part of learning English is learning vocabulary words.	3	6	23	51	53	2.2	4.4	16.9	37.5	39.0
13	The most important part of learning English is learning grammar.	1	8	24	74	29	0.7	5.9	17.6	54.4	21.3
14	Learning English is different than learning other academic subjects.	1	7	34	71	23	0.7	5.1	25.0	52.2	16.9
15	The most important part of learning English is learning how to translate from my native language.	1	18	35	49	33	0.7	13.2	25.7	36.0	24.3
Total		20	76	141	265	178					
Percentage							2.9	11.2	20.7	39.0	26.2

The data in Table 3 show that the idea of learning English is better in English-speaking country had positive responses from the

surveyed students with 44.1% of those who “agree” or “strongly agree”.

Regarding language learning task, it showed that the respondents of this study agreed with the notion that learning English is about translating from their first language, learning grammar and learning vocabulary. It can be seen from Table 3 that 37.5% “agree” and 39.0% “strongly agree” of students believed that learning vocabulary is very important in learning English. Similarly, 54.4% students agreed and 21.3% students strongly agreed to the item that grammar is quite important in learning English. In addition, 60.3% students reported that they were either “agree” or “strongly agree” that learning English is about translating from their first language.

When it came to the question about whether or not learning English is different compared to learning other academic subjects, 52.2% of surveyed students agreed that learning English is different compared to learning other academic subjects.

4. Beliefs about Learning and Communication Strategies

The items from number 16 to 20 address the questions about students learning and their communication strategies which interrelated directly to the students’ actual learning practices. Items 16, 17 and 20 of this category refer to the general strategies applied by students, while items 18 and 19 mostly concern about students’ communication strategies in using English.

Table 4 Beliefs about learning and communication strategies

Item	Statement	1 (f)	2 (f)	3 (f)	4 (f)	5 (f)	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)
16	It is important to repeat and practice a lot.	1	3	13	58	61	0.7	2.2	9.6	42.6	44.9
17	It is important to practice with tape recorder, smartphone or computer.	1	21	38	49	27	0.7	15.4	27.9	36.0	19.9
18	I feel timid speaking English with other people.	2	8	20	56	50	1.5	5.9	14.7	41.2	36.8
19	You shouldn't say anything in English until you can say it correctly.	24	41	33	26	12	17.6	30.1	24.3	19.1	8.8
20	It's okay to guess if you don't know a word in English.	5	21	35	58	17	3.7	15.4	25.7	42.6	12.5
Total		33	94	139	247	167					
Percentage							4.9	13.8	20.4	36.3	24.6

Referring to Table 4, it reports that traditional learning strategies are still endorsed by the students in this study in which

87.5% of them either “agree” or “strongly agree” to the statement repeating and practicing a lot are imperative in English learning. Moreover, students of this study also agreed with the statement “it is important to practice with a tape recorder, smartphone or computer” with 36.0% who “agree” and 19.9% who “strongly agree”. Similarly, the students also agreed (42.6%) and strongly agreed (12.5%) with the idea that it is okay for someone to guess in case you don’t have any knowledge about a new English word.

In relation to communication strategies, the majority of students (78.0%) either “agree” or “strongly agree” believed that they feel shy to speak with other people using English language. In contrast, most surveyed students did not agree with the item “you shouldn’t say anything in English until you can say it correctly” with the percentage up to 47.7% in which 17.6% who disagreed and 30.1% of those who strongly disagreed.

5. Beliefs about Motivation and Expectation

The BALLI items 21, 22, and 24 address the questions about students’ motivations for learning English, while items 23 and 25 focus on their expectations and opportunities to associate with the English learning. Responses to these items are reported in Table 5.

Table 5 Motivation and expectations

Item	Statement	1 (f)	2 (f)	3 (f)	4 (f)	5 (f)	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)
21	People in my country feel that it is	3	8	16	57	52	2.2	5.9	11.8	41.9	38.2

	important to speak English.										
22	I would like to learn English so that I can get to know and communicate with native speakers of English better.	6	31	33	45	21	4.4	22.8	24.3	33.1	15.4
23	If I learn English very well. I will have better opportunities for a good job.	0	6	29	55	46	0.0	4.4	21.3	40.4	33.8
24	I want to learn to speak English well.	1	0	7	43	85	0.7	0.0	5.1	31.6	62.5
25	I would like to have friends who are native speakers of English.	5	8	35	50	38	3.7	5.9	25.7	36.8	27.9
	Total	15	53	120	250	242					
	Percentage						2.2	7.8	17.6	36.8	35.6

Pertaining to motivation in studying English, Table 5 shows that 80.1% (“agree” and “strongly agree”) of them were very

motivated in learning English since people in their country consider English is an important language to be learned. Similarly, almost half students surveyed (48.5%) acknowledged that they will have a chance knowing more about English native speakers (interaction) by learning English. Interestingly, almost all of the students overwhelmingly had good motivation in learning to speak English well with the responses either those who “agree” or “strongly agree” up to 94.1%.

Focusing on students’ expectations of learning English, 64.7% of them looked forward to having friends from English-speaking country. In addition, the majority of students assured that they will have a bright future regarding job opportunities if they have good English skills with 40.4% who agreed and 33.8% who strongly agreed with the statement that they will get better job in the future if they have good English skills.

B. Discussion

In order to answer the first research question, the Horwitz's questionnaire of Beliefs About Language Learning Inventory (BALLI) was used. This study found that beliefs about motivation and expectations are the most common beliefs students hold followed by beliefs about the nature of language learning, beliefs about learning and communication strategies, beliefs about foreign language aptitude, and beliefs about the difficulty of language learning beliefs.

Motivation and expectation appear to be the most common beliefs possessed by rural junior high schools students in Teunom.

This finding comes in line with the finding of earlier research (Hong, 2006; Mokhtari, 2007; Al-Roomy, 2015; Hismanoglu, 2016) who also found motivation and expectation as the most common beliefs held by the students in their research. In addition, motivation and expectation is the primary factor in language learning and because of that learning should be enjoyable (Kausar, 2012).

In general, the students in this survey are highly motivated in learning to speak English. They rely on their assumption that Indonesian or Acehnese in specific feel that being able to speak English well is quite important. The logical reason for the importance of having English skill is related to better job opportunities in the future. Undeniably, almost all job vacancies in Indonesia put English skill as one of the skills that job applicants must have. Also, as a standard medium of communication, good proficiency in English is required to face the challenge of global economic development (Samad & Fitriani, 2016). Besides, Indonesian government also put English as a must requirement for higher study (LPDP, 2020).

Furthermore, the high students' motivation in the current study is also influenced by their willingness to interact with English speakers, so that they will get a chance to be friend with such English native speakers. It may also indicate that their interactions with English native speaker will make them easily improve their English, especially in communication skill.

The second common beliefs held by students in this study is beliefs about the nature of language learning. It comes along with Yi and Park's finding (2015) that the nature of language learning was

found as the second common beliefs held by Korean middle school students.

In the current study, most participants believe that grammar and vocabulary are crucial in learning English. It is perhaps derived from their experiences as language learners where they take part in it (Agudo, 2014), whereas teachers tend to beliefs learning a language is more about "focus on forms" than "focus on meanings" (Gardner, 2007). Additionally, the teaching strategies employed by a teacher in the classroom is also able to inculcate a thought into students' belief system directly or indirectly (Kern, 1995; Amuzie and Winke, 2009; Maftoon & Shakouri, 2013).

In addition, a good number of respondents (69.1%) concur that learning English is different compared to learning other academic subjects. Also, students in this study accept that learning English is about translating from their first language. This type of belief, however, may lead them to be unsuccessful language learners. As Wang (1996, cited in Maftoon & Shakouri, 2013) mentions that unsuccessful language learners have a tendency to possess unrealistic beliefs about English learning such as they accept as true that English is difficult and they value translation in English learning as the most important.

In addition to the mistaken beliefs, more than seventy-five percent students in this study believe that some people are gifted for learning English. Yet, when they are asked whether or not they are good at learning English only thirty percent of them agree that they have language learning ability. This kind of mistaken beliefs also

found by Truitt (1995) and Park (1997) where students in their research revealed that they were very optimistic about being a successful language learner while in contrast they also assure that they do not have a special ability as a language learner and they also feel shy to practice.

Having slightly difference in percentage with the second common beliefs, beliefs about learning and communication strategies comes as the third common beliefs held by students in this study. The students highly agreed with some aspects of this beliefs category such as repetition and practice are vital in learning English. Additionally, the findings of this study show that most students feel shy to practice their English with other people. It is, however, contradict with their motivation of learning to speak English well. A rationale reason for this contradiction is the environment, where vernacular still become the most accepted language to communicate even in the school environment. The same finding also reported by Yi and Park (2015) who studied Korean middle school students' beliefs using Horwitz's inventory questionnaire. In their findings, motivation and expectation also discovered as the most common beliefs.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The present survey research was conducted in three different junior high schools in the Teunom district of Aceh Jaya regency. This research was done in order to study rural junior high school students' beliefs in English learning. As proposed by Hong (2006), knowing students' beliefs and strategies is essential in order to help students approach the learning appropriately. Also, beliefs and strategy play a significant role in forming someone to become a poor or skillful language learner.

Students of junior high schools in Teunom district endorse various beliefs about English learning. Beliefs about motivation and expectations are the most common beliefs students hold followed by beliefs about the nature of language learning, beliefs about learning and communication strategies, beliefs about foreign language aptitude, and beliefs about the difficulty of language learning beliefs. They had good beliefs in motivation and expectations since they were aware of having better education and job career in the future can be achieved through good English skills. Regarding the way to approach the learning, the students believed that the best way of learning English was through learning its linguistics elements and vocabulary. Also, the students believed that repetition is the best way of learning English. In another word, the students in this survey still preferred to use conventional way in learning English such as learning grammar,

memorizing and repetition. In addition, some students of the study also held mistaken and complicated beliefs about learning. For example, they believe that they were not gifted to learn English and they put much value on translation. Also, they had good motivation in learning English, while on the other hand they also felt timid to practice their English that would be the example of complicated beliefs.

B. Suggestion

According to the present findings, some recommendations can be attained for English teaching and learning, especially at senior high school level in Teunom. First, it is noteworthy that teachers aware of students' beliefs and their strategies used in learning English to provide appropriate teaching in addition to learning practices. Second, teachers should strengthen the good beliefs to maximize learning and assist students to dispel the mistaken ones that can hinder learning. Third, the teachers should provide activities which present learning communicatively than linguistically.

In addition to the students, knowing their own beliefs and preferred strategies would be very helpful in order to approach learning appropriately and effectively. Last, the students should switch their mistaken beliefs to the good ones and employ their preferred strategies based on the context of learning.

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APPENDICES

Appendix 1: Beliefs About Language Learning Inventory Questionnaire (English Version)

Beliefs About Language Learning Inventory (BALLI) ©Horwitz (1987)

Instruction: Below is beliefs that some people have about learning foreign languages. Please read each statement and circle the answer that best matches your feelings about each statement:

- 1 : strongly disagree
- 2 : disagree
- 3 : neither agree nor disagree
- 4 : agree
- 5 : strongly agree

Sample:

	1	2	3	4	5
I am a smart student					<input checked="" type="radio"/>
1 It is easier for children (12-18 yrs.) than adults (18-21 yrs.) to learn English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 Some people have a special ability for learning English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 I have aptitude for learning English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 People who are good at mathematics or science are not good at learning English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 Women are better than men at learning English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 6 English is:
1. Very difficult
 2. Difficult
 3. Medium
 4. Easy
 5. Very easy
- 7 I believe that I will ultimately learn to speak English very well. 1 2 3 4 5
- 8 If you spent one hour a day learning English, how long would it take then to speak English very well:
1. You can't
 2. 5 - 10 years
 3. 3-5 years
 4. 1 - 2 years
 5. Less than a year
- 9 It is easier to speak than understand English. 1 2 3 4 5
- 10 It is easier to read and write English than to speak and understand it. 1 2 3 4 5
- 11 It is best to learn English in an English-speaking country. 1 2 3 4 5
- 12 The most important part of learning English is learning vocabulary words. 1 2 3 4 5
- 13 The most important part of learning English is learning grammar. 1 2 3 4 5
- 14 Learning English is different than learning other academic subjects. 1 2 3 4 5
- 15 The most important part of learning English 1 2 3 4 5

is learning how to translate from my native language.

- | | | | | | | |
|----|--|---|---|---|---|---|
| 16 | It is important to repeat and practice a lot. | 1 | 2 | 3 | 4 | 5 |
| 17 | It is important to practice with tape recorder, smartphone or computer. | 1 | 2 | 3 | 4 | 5 |
| 18 | I feel timid speaking English with other people. | 1 | 2 | 3 | 4 | 5 |
| 19 | You shouldn't say anything in English until you can say it correctly. | 1 | 2 | 3 | 4 | 5 |
| 20 | It's okay to guess if you don't know a word in English. | 1 | 2 | 3 | 4 | 5 |
| 21 | People in my country feel that it is important to speak English. | 1 | 2 | 3 | 4 | 5 |
| 22 | I would like to learn English so that I can get to know and communicate with English native speakers better. | 1 | 2 | 3 | 4 | 5 |
| 23 | If I learn English very well, I will have better opportunities for a good job. | 1 | 2 | 3 | 4 | 5 |
| 24 | I want to learn to speak English well. | 1 | 2 | 3 | 4 | 5 |
| 25 | I would like to have friends who are native speakers of English. | 1 | 2 | 3 | 4 | 5 |

Thank you for your participation

Appendix 2: Beliefs About Language Learning Inventory
Questionnaire (Indonesian Version)

Beliefs About Language Learning Inventory (BALLI)

©Horwitz (1987)

Instruksi: Bacalah setiap pernyataan dan lingkari jawaban yang paling tepat menurut Anda.

- 1 : Sangat tidak setuju
2 : Tidak setuju
3 : Netral
4 : Setuju
5 : Sangat Setuju

Contoh:

	1	2	3	4	5
Saya adalah siswa yang pintar	1	2	3	4	5
1 Anak-anak (12-18 tahun) lebih mudah belajar Bahasa Inggris daripada orang dewasa (18-21 tahun).	1	2	3	4	5
2 Sebagian orang memiliki kemampuan atau bakat khusus (spesial) dalam belajar Bahasa Inggris.	1	2	3	4	5
3 Saya memiliki bakat atau kemampuan khusus dalam belajar Bahasa Inggris.	1	2	3	4	5
4 Orang yang pandai matematika atau sains tidak bagus dalam belajar Bahasa Inggris.	1	2	3	4	5
5 Perempuan lebih baik dalam belajar Bahasa Inggris daripada laki-laki.	1	2	3	4	5

- 6 Bahasa Inggris adalah bahasa yang:
1. Sangat sulit untuk dipelajari
 2. Sulit untuk dipelajari
 3. Tidak sulit dan juga tidak mudah untuk dipelajari
 4. Mudah untuk dipelajari
 5. Sangat mudah
- 7 Saya yakin akan bisa berbicara Bahasa Inggris dengan lancar. 1 2 3 4 5
- 8 Jika Anda belajar Bahasa Inggris selama 1 (satu) jam dalam sehari, berapa lama Anda akan bisa berbicara Bahasa Inggris dengan lancar:
1. Tidak akan pernah bisa
 2. 5-10 tahun
 3. 3-5 tahun
 4. 1-2 tahun
 5. Kurang dari satu tahun
- 9 Lebih mudah berbicara dalam Bahasa Inggris daripada memahami apa yang orang lain ucapkan. 1 2 3 4 5
- 10 Bahasa Inggris lebih mudah untuk dibaca dan ditulis daripada berbicara dan memahaminya. 1 2 3 4 5
- 11 Cara terbaik untuk belajar Bahasa Inggris adalah dengan belajar di negara penutur Bahasa Inggris itu sendiri. 1 2 3 4 5
- 12 Bagian yang paling penting dari belajar Bahasa Inggris adalah belajar kosakatanya (vocabulary) 1 2 3 4 5

- | | | | | | | |
|----|---|---|---|---|---|---|
| 13 | Bagian yang paling penting dari belajar Bahasa Inggris adalah belajar tata bahasanya (grammar) | 1 | 2 | 3 | 4 | 5 |
| 14 | Belajar Bahasa Inggris tidaklah sama dengan belajar mata pelajaran lain. | 1 | 2 | 3 | 4 | 5 |
| 15 | Bagian yang paling penting dari belajar Bahasa Inggris adalah belajar bagaimana menerjemahkannya dari bahasa Indonesia atau Bahasa Aceh kedalam Bahasa Inggris. | 1 | 2 | 3 | 4 | 5 |
| 16 | Penting dalam belajar Bahasa Inggris untuk mengulang dan berlatih sesering mungkin. | 1 | 2 | 3 | 4 | 5 |
| 17 | Penting dalam belajar Bahasa Inggris untuk berlatih dengan menggunakan kaset (tape recorder), hp (smartphone) atau computer. | 1 | 2 | 3 | 4 | 5 |
| 18 | Saya malu untuk berbicara Bahasa Inggris dengan orang lain. | 1 | 2 | 3 | 4 | 5 |
| 19 | Saya seharusnya tidak mengatakan apa-apa dalam Bahasa Inggris sampai saya bisa mengatakannya dengan benar. | 1 | 2 | 3 | 4 | 5 |
| 20 | Dalam belajar Bahasa Inggris, tidak ada salahnya menebak suatu arti kata apabila kita tidak mengetahuinya. | 1 | 2 | 3 | 4 | 5 |
| 21 | Bagi orang Indonesia termasuk orang Aceh, bisa berbicara Bahasa Inggris sangatlah penting. | 1 | 2 | 3 | 4 | 5 |
| 22 | Saya belajar Bahasa Inggris supaya saya bisa mengenal dan beriteraksi dengan penutur asli Bahasa Inggris (bule). | 1 | 2 | 3 | 4 | 5 |
| 23 | Jika saya bisa Bahasa Inggris, saya akan mendapatkan pekerjaan yang baik. | 1 | 2 | 3 | 4 | 5 |

- | | | | | | | |
|----|--|---|---|---|---|---|
| 24 | Saya ingin belajar berbicara Bahasa Inggris dengan baik. | 1 | 2 | 3 | 4 | 5 |
| 25 | Saya ingin memiliki teman penutur asli Bahasa Inggris. | 1 | 2 | 3 | 4 | 5 |

Terima kasih atas partisipasi dan kerjasamanya



BIODATA PENELITI
PUSAT PENELITIAN DAN PENERBITAN LP2M
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH

A. Identitas Diri

1.	Nama Lengkap <i>(dengan gelar)</i>	Mulia, M.Ed.
2.	Jenis Kelamin L/P	Laki-laki
3.	Jabatan Fungsional	Asisten Ahli
4.	NIP	197810132014111001
5.	NIDN	2013107801
6.	NIPN <i>(ID Peneliti)</i>	201310780108000
7.	Tempat dan Tanggal Lahir	Siem, 13 Oktober 1978
8.	E-mail	muliatarbiyah@gmail.com
9.	Nomor Telepon/HP	082161119038
10.	Alamat Kantor	Komplek UIN Ar-Raniry
11.	Nomor Telepon/Faks	-
12.	Bidang Ilmu	Teknologi Pembelajaran
13.	Program Studi	Bahasa Inggris
14.	Fakultas	Tarbiyah

B. Riwayat Pendidikan

No.	Uraian	S1	S2	S3
1.	Nama Perguruan Tinggi	IAIN Ar-Raniry Darussalam	IIUM Malaysia	
2.	Kota dan Negara PT	Banda Aceh, Indonesia	Malaysia	
3.	Bidang Ilmu/ Program Studi	Bahasa Inggris	Teknologi Pembelajaran	
4.	Tahun Lulus	2002	2008	

C. Pengalaman Penelitian dalam 3 Tahun Terakhir

No.	Tahun	Judul Penelitian	Sumber Dana
1.	2019	Penignkatan Kompetensi Pedagogik Guru Bersertifikasi di SMPN 1 Arongan Lambalek Aceh Barat	DIPA UIN Ar-Raniry Tahun 2019
2.	2018	Desain Media Pembelajaran Berbasis Gaya Belajar Audio Visual Siswadi	DIPA UIN Ar-Raniry Tahun

		SMAN 1 Jaya Aceh Jaya	2019
3.			
dst.			

D. Pengalaman Pengabdian Kepada Masyarakat dalam 3 Tahun Terakhir

No.	Tahun	Judul Pengabdian	Sumber Dana
1.	2019	Monitoring kegiatan PPL Mahasiswa ke Aceh Timur	DIPA UIN A-Raniry Tahun 2019
2.	2020	Supervisi Mahasiswa KKN ke Aceh Tengah	DIPA UIN A-Raniry Tahun 2019
3.			
dst.			

E. Publikasi Artikel Ilmiah dalam Jurnal dalam 5 Tahun Terakhir

No.	Judul Artikel Ilmiah	Nama Jurnal	Volume/Nomor/Tahun/Url
1.	Pemanfaatan Media Audio Visual Pada Materi Memandikan Jenazah di Sekolah	MUDARRISUNA	Vol 8, No 2 Desember (2018)
2.			
dst.			

F. Karya Buku dalam 5 Tahun Terakhir

No.	Judul Buku	Tahun	Tebal Halaman	Penerbit
1.				
2.				
dst.				

G. Perolehan HKI dalam 10 Tahun Terakhir

No.	Judul/Tema HKI	Tahun	Jenis	Nomor P/ID
1.	Peningkatan Kompetensi Pedagogik Guru Bersertifikasi di SMPN 1	2019	Hak Kekayaan Intelektual	EC00201979442

	Arongan Lambalek Aceh Barat			
2.				
dst.				

Demikian biodata ini saya buat dengan sebenarnya.

Banda Aceh,
Ketua/Anggota Peneliti,



Mulia, M.Ed.
NIDN. 2013107801