

The Affecting Factors of EFL Students' Belief in Language Learning Inventory

A Thesis

**Presented to the Department of English Language Education as Partial Fulfilment of
Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education**



Conveyed By:

Riko Tegar Oktaviardi Pratama (16322070)

**English Language Education Department
Faculty of Psychology and Sociocultural Sciences
Islamic University of Indonesia
Yogyakarta
2020**

APPROVAL SHEET

The Affecting Factors of EFL Students' Belief in Language Learning Inventory

By

Riko Tegar Oktaviardi Pratama

16322070



Approved at August 13th, 2020

By

Supervisor

A handwritten signature in black ink, appearing to read 'Istah Maharsi', is written over a horizontal line.

Ista Maharsi, S.S, M.Hum

NIP: 056130501

RATIFICATION SHEET

The Affecting Factors of EFL Students' Belief in Language Learning Inventory

By

Riko Tegar Oktaviardi Pratama

16322070

Defended before the Board Examiner on **Thursday**, August 17th, 2020 and

Declared Acceptable

Board Examiner

Chairperson : Ista Maharsi, S.S., M.Hum.

First Examiner : Intan Pradita, S.S., M.Hum.

Second Examiner : Astri Hapsari, S.S., M. Tesol



Yogyakarta, August 17th, 2020

Department of English Language Education

Faculty of Psychology and Socio-Cultural Sciences

Islamic University of Indonesia

Head Department



Irma Windy Astuti, S.S., M.Hum

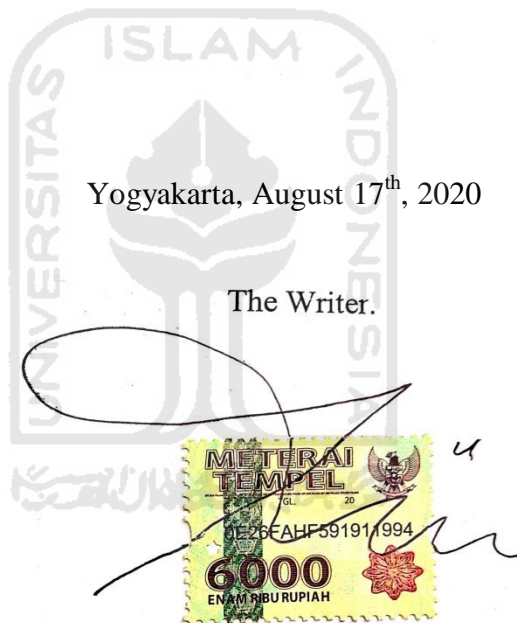
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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work of parts of the work of other people, except those cited in quotations and references, as a scientific paper should.

Yogyakarta, August 17th, 2020

The Writer.



Riko Tegar Oktaviardi Pratama

16322070

MOTTO

“Kebodohan itu sangat membosankan dan menyedihkan. Peralnya, ia tidak pernah memunculkan hal baru yang lebih menarik dan segar; yang kemarin seperti hari ini, dan yang hari ini pun akan sama dengan yang akan terjadi esok”



DEDICATION

Gratefully and thankfully, I specially dedicate this thesis to ME and
my beloved parents

Mr. Sumardi and Mrs. Munjiah

for their love, support, effort, and pray that make me able to finish this Sarjana Pendidikan
degree.



ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Assalamualaikum warrahmatullahi wabarakatuh.

Alhamdulillahirobbil'alamin. Praise be to Allah SWT of the universe, on this occasion I write down my gratitude for all the blessings and blessings of life that God has given me up to now, and have a long life, always healthy and always feeling joyful.

And not forget to express my deep gratitude to my parents, my siblings, and extended family that have always supported me so I can finish this thesis as a prerequisite for getting an undergraduate degree in English Education Department.

My special thanks to my thesis supervisor Mrs. Ista Maharsi, S.S., M.Hum who have been patient and competent to guide me while working on this thesis. Do not forget, I am also grateful to all lecturers in English education who have, who have taught a lot of knowledge and have educated me to be a good student during the learning process as a student in English Educational Department, Islamic University of Indonesia.

Thanks to my friends in PBI 2016 and who have accompanied me during studying in Islamic University of Indonesia and its incredible years to spend my university life with you all.

Last but not least, a big thanks to my friends "Tukirin Squad" who always accompany, support and entertain me while studying at English Education Department, Islamic University of Indonesia.

I believe that this thesis is still many weaknesses and far from perfect. However, I hope that this thesis could provide meaningful benefits to the readers and can be useful to the others. Therefore, suggestions and recommendations are very necessary for the next development.

Wassalamualaikum warrahmatullahi wabarakatuh

Yogyakarta, August 17th, 2020

The researcher,



Riko Tegar Oktaviardi Pratama

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ABSTRACT

Research about belief in language learning process is still limited, especially in the Indonesia context. Therefore, similar research is still needed. This study aims to identify belief about language learning of EFL undergraduate students who majored in English Education in a private university in Yogyakarta. The researcher used BALLI (Belief About Language Learning Inventory) which is a questionnaire by Horwitz (1988) modified for the Indonesian EFL learners. The BALLI contains 34 items and has 5 major areas to assess students' belief: Difficulty of Language Learning (DOLL), Foreign Language Aptitude (FLA), Nature of Language Learning (NOLL), Learning and Communication Strategies (LACS), and Motivations and Expectations (MAE). The result of this research showed that Motivation and Expectation Motivation and Expectation (MAE) were reported as the most affecting factors in beliefs about language learning in EFL context with mean ($M=4.49$) and standard deviation ($SD= 0.88$). Followed by Nature of Language Learning (NOLL) with mean ($M=4.25$) and standard deviation ($SD= 0.64$). After that, there is Difficulty of Language Learning (DOLL) with mean ($M=4.4$) and standard deviation ($SD= 0.65$). And then Foreign Language Aptitude (FLA) with mean ($M=3.89$) and standard deviation ($SD= 0.78$). And the lowest score is Learning and Communication Strategies (LACS) with mean ($M=3.73$) and standard deviation ($SD= 0.99$). It means that Motivation and Expectation as the most affecting factor causing belief about language learning. Meanwhile, the factor of Learning and Communication Strategies is less affecting belief about language learning of EFL undergraduate students in the research context.

Keywords: belief about language learning, learner belief, EFL learning

CHAPTER 1

INTRODUCTION

This chapter presents the introduction of the study. It covers the background of the study, identification of the problem, limitation of the problem, problem formulation, and objectives of the study, and also the significance of the study as a closing of this chapter.

1.1 Background Study

Over the years, many researchers have researched so that language learning and teaching is better. Some researchers argue that foreign language learning is not only about factors that can be observed but also factors that cannot be observed such as one of the beliefs about language learning and teaching. The belief here is considered to influence the behaviour and choices of students and teachers in the teaching and learning process (Cephe & Yalcin, 2015). Therefore, non-observable factors are also important things to learn to make language learning and teaching better.

Research on belief about language learning is initiated by Horwitz (1985). She suggested that other factors influence the learning process, she argued that there are difficult factors to study or which can be called non-observable factors that influence the learning process. Therefore, she began asking the teachers about what non-observable factors influenced the learning process, whether it influenced their academic achievement or not. And one of these non-observable factors is "belief".

The other researchers who are also interested in belief, for example, Mantle-Bromley (1995) used the Belief About Language Learning Inventory (BALLI) to investigate the belief in 208 seventh grade middle school students taking first-year French and Spanish in Kansas. The results show that many young students misunderstand language learning when entering their first

language class and that can influence them from language learning. Students also had misconceptions about how someone learned another language. 36% of students did not believe that knowing culture is necessary for language acquisition and 33% of them did not believe that it would be better to learn languages in their country. 44% of students believed that language learning is mostly learning new vocabulary, and 34% believed that learning foreign languages is mostly a matter of translating from English.

In an EFL country, the research about belief is still limited and less concerned. There are only a few researchers who research about BALLI. One of them is Jee (2013) who investigates Korean students' belief as Foreign Languages (KFL) about language learning at three levels of Korean classes. A total of 63 students studying Korean at US universities participated in this study. 35 students were male, and 28 students were female. Belief about the Language Learning Inventory (BALLI) by Horwitz (1987) used to ask students' belief about language learning. The results showed that most students were very motivated, and they think that Korean is a useful language. They also have positive belief about learning Korean or a foreign language.

Kunt (1997) also used the same questionnaire (BALLI) to examined belief and he found three factors when BALLI was given to 882 Turkish-language university students who studied English as a foreign language. He examines the value and nature of learning English, self-efficacy/confidence in speaking, and belief about social interaction. The results show students have high motivation to learn English, a strong belief in the importance of learning English, and the highest score is given for guessing and repeating during practice.

Bachri, Firmansyah, and Sudjianto (2017) research about belief and learning strategies used by Japanese students as a second language (JSL) in learning Japanese characters (kanji). This research was conducted using the Belief About Language Learning Inventory (BALLI)

questionnaire and the Inventory Language Learning (SILL) Strategy. Several brief interviews were also conducted as research instruments. The subjects in this study were Japanese language students at the Indonesian Education University. The results show that most students have positive belief in the learning process and also consider that the difficulties experienced in the learning process can be solved using appropriate learning strategies. Students also believed that teachers have an important role in providing them with appropriate learning strategies, which help them find more effective ways. Significant correlations were found between the Metacognitive Compensation strategy and starch learning belief. Whereas a negative correlation was found between the Association's strategy and students' belief.

Research about belief is still limited, especially in the Indonesia context. Therefore, similar research is still needed, this study aims to identify belief about language learning of EFL undergraduate students who majored in English Education in a private university in Yogyakarta.

1.2. Limitation of the Problem

To make this study easy to understand, the researcher tries to limit the problem. This study is only to identify belief about language learning in a private university in Yogyakarta.

1.3. Formulation of the Problem

Based on the description before, the researcher would like to formulate the problem as follows:

- a. How are the EFL undergraduate students' belief about language learning?

1.4. Objectives of the Study

Based on the questions formulated before, the study aims to identify the belief about Language Learning of EFL Undergraduate Students

1.5. Significance of the Study

This research will contribute to the Empirical and practical ground. On empirical discussion, this study will provide empirical evidence on belief about language learning chosen by EFL undergraduate students who majored in English education in a private university in Yogyakarta. Furthermore, on the practical ground, this study will be useful because the teacher will know students' belief about language learning. This study also is expected to bring benefits in providing information for further research regarding Belief about Language Learning.



CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher elaborates literature reviews that used in this study. It covers theoretical review, review of relevant studies, theoretical framework, hypothesis, and definition of key terms.

2.1 Belief about Language Learning

Belief about language learning attract enough research interest. Horwitz (1983) was the first person to try to test students' belief in foreign language learning. She developed The Belief about Language Learning Inventory (BALLI) to assess students' opinions on various issues related to language learning. BALLI contains 34 items and assesses student confidence in five main areas: Difficulty of Language Learning (DOLL), Foreign Language Aptitude (FLA), Nature of Language Learning (NOLL), Learning and Communication Strategies (LACS), and Motivations and Expectations (MAE). The teachers and students were asked to read each item and then showed responses ranging from strongly agree to strongly disagree. Single composite scores do not originate from BALLI; rather, each item produces a description of students' conceptions of language learning.

Horwits (1985) who originally started this research by asking 25 language teachers what they believe is involved in learning a foreign language. They are instructed to write not only their own belief but also what they think others believe about language learning. After the teacher's written answers are collected, he examines them one by one, removes strange opinions, and stores 30 opinions. 30 opinions which later became Belief about Language Learning Inventory (BALLI).

BALLI questions do not have right and wrong answers. For example, one BALLI item about the general belief that children are better language learners than adults. Whether the child's superiority is "right" or such belief is not a problem now (Horwitz, 1988). However, his research discusses the extent of students' belief about language learning and what the consequences are.

Among the researchers who examined BALLI, Oh (1996) in his research was able to build 4 belief after giving it to 195 first and second-year American students studying Japanese at the University of Texas at Austin. 4 belief that are built are; self-efficacy and expectations, the value and nature of learning spoken English, foreign language talent, and formal learning structures.

2.2. Belief about Language Learning in EFL

Among the researchers exploring the BALLI in EFL context, Cephe & Yalcin (2015) identify the belief of students and teachers about language learning and explore the effects of teacher belief on student belief. The participants are students and teachers in one of the universities in Turkey. They use BALLI and interviews to collect data. The results showed that teacher belief and practices can have an impact on student belief. Students' belief tends to approach the teacher's belief during intensive English teaching.

Another researcher who examines belief about language learning is Altan (2012). He studied two hundred and seventeen full-time undergraduate students (142 women and 75 men). They are all enrolled in the English Language Teaching (ELT) program at seven state universities in Turkey. BALLI is used to collect data. Data reveal that pre-service teachers might surprise trainers and language teaching educators; some others might confirm their experience and intuition. Khodadady (2009) examined the factorial validity of Belief about the Inventory of Language Learning (BALLI) in the context of foreign languages and whether it had anything to

do with the level of education and academic achievement. The respondents were 418 undergraduate and graduate students majoring in Teaching English as a Foreign Language, English and Literature, and English Translation at seven tertiary education centers in Mashhad, Iran. The results showed that undergraduate students differed from postgraduate studies. 11 beliefs show that formal education affects almost one-third of learners' trust.

Buyukyazi (2010) investigated belief about language learning. The respondents were 156 students of English as a foreign language (EFL) and 19 EFL teachers in the Department of Foreign Languages at the Celal Bayar University of Manisa. Data was collected by using (BALLI Horwitz - Belief About Language Learning Inventory) and was modified for Turkish EFL students and their teachers. These results indicate that student belief affects their attitudes towards learning, their awareness, learning strategies, and policies. The teacher's belief also greatly influences the method, teaching behaviour, and student development.

Studying the belief of students is very important, it aims to have a clear understanding of their belief in the language they are learning and teaching. Therefore, this study aims to identify belief about language learning for EFL undergraduate students who majored in English education at a private university in Yogyakarta.

CHAPTER III

RESEARCH DESIGN

This chapter highlights the research method which is used for collecting data in this research. It covers research design, population and sample, data collecting technique, and also data analysis techniques.

3.1 Research Design

This study was designed to identify the belief about Language Learning of EFL Undergraduate Students in a private university in Yogyakarta. This study used a survey research method that provides a quantitative description of trends, attitudes, or opinions, of a population by studying its sample (Creswell, 2014). The instrument of this research is a questionnaire.

The data of BALLI was pulling out by using primary data of survey study with questionnaires as the instrument. Meanwhile, the data of belief about language learning of EFL undergraduate students by using SPSS 16 (Statistical Package for the Social Sciences) and Microsoft Excel.

3.2 Population and Sample

The population of this study was all students of the English Education Department at a private university who took PPL academic year 2019/2020. I took this respondent because they are more understand about students belief. The population consists of 55 students.

3.3 Data Collecting Techniques

This subchapter explores data collecting techniques which are instrument, validity, and reliability.

3.1.1 Instrument

According to Arikunto (2006), researchers use instruments as a medium to collect data to make research easier and improve results, in terms of prudence, complete and scientific so that it is more easily processed. Researchers also use this instrument to guide and help collect data used to find research results.

This study uses belief about the Language Learning Inventory (BALLI) developed by Horwitz (1988) to identify the belief of undergraduate students. The questionnaire contains 34 statements consisting of 32 statements with the same scale, namely from strongly disagree to strongly agree and 2 statements with a different scale than before.

Belief about Language Learning Inventory (BALLI) explore five logical areas, namely belief related to difficulties involved in learning (17.6%), foreign language aptitude (26.5%), nature of language learning (20.6%), learning and communication strategies (23.5%), and motivation and expectations (11.8%). This questionnaire was adapted by Büyükyazi (2010) and translated into Bahasa Indonesia. The survey of EFL student belief can be administrated individually through an online Google form.

3.1.2 Validity

The researcher used a validity test to ensure the validity of the BALLI questionnaire in Indonesian translation. Furthermore, the validity was determined by expert judgment analysis from the thesis supervisor and calculation program SPSS 16. Based on the results of the calculation of the validities of the BALLI questionnaire that consists of 34 items are as follows:

Table 3.1 Validity test

Items	Pearson Correlation	R-Table (N=55)	Criteria
DOLL-1	0,230	0,2656	TIDAK VALID
DOLL-2	0,305	0,2656	VALID
DOLL-3	0,403	0,2656	VALID
DOLL-4	0,109	0,2656	TIDAK VALID
DOLL-5	0,375	0,2656	VALID
FLA-1	0,213	0,2656	TIDAK VALID
FLA-2	0,237	0,2656	TIDAK VALID
FLA-3	0,430	0,2656	VALID
FLA-4	0,308	0,2656	VALID
FLA-5	0,466	0,2656	VALID
FLA-6	0,279	0,2656	VALID
FLA-7	0,252	0,2656	TIDAK VALID
FLA-8	0,569	0,2656	VALID
FLA-9	0,173	0,2656	TIDAK VALID

NOLL-1	0,212	0,2656	TIDAK VALID
NOLL-2	0,425	0,2656	VALID
NOL-3	0,292	0,2656	VALID
NOLL-4	0,174	0,2656	TIDAK VALID
NOLL-5	0,460	0,2656	VALID
NOLL-6	0,342	0,2656	VALID
LACS-1	0,055	0,2656	TIDAK VALID
LACS-2	0,246	0,2656	TIDAK VALID
LACS-3	0,449	0,2656	VALID
LACS-4	0,278	0,2656	VALID
LACS-5	0,240	0,2656	TIDAK VALID
LACS-6	0,139	0,2656	TIDAK VALID
LACS-7	0,296	0,2656	VALID
LACS-8	0,404	0,2656	VALID
MAE-1	0,443	0,2656	VALID
MAE-2	0,540	0,2656	VALID

MAE-3	0,350	0,2656	VALID
MAE-4	0,415	0,2656	VALID

Table 3.2

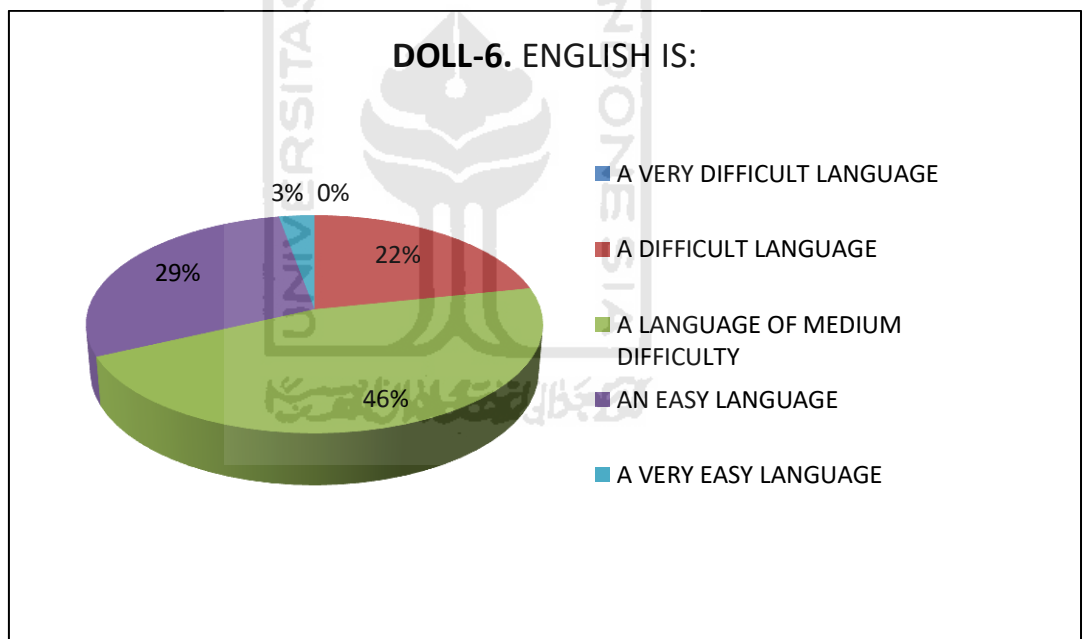
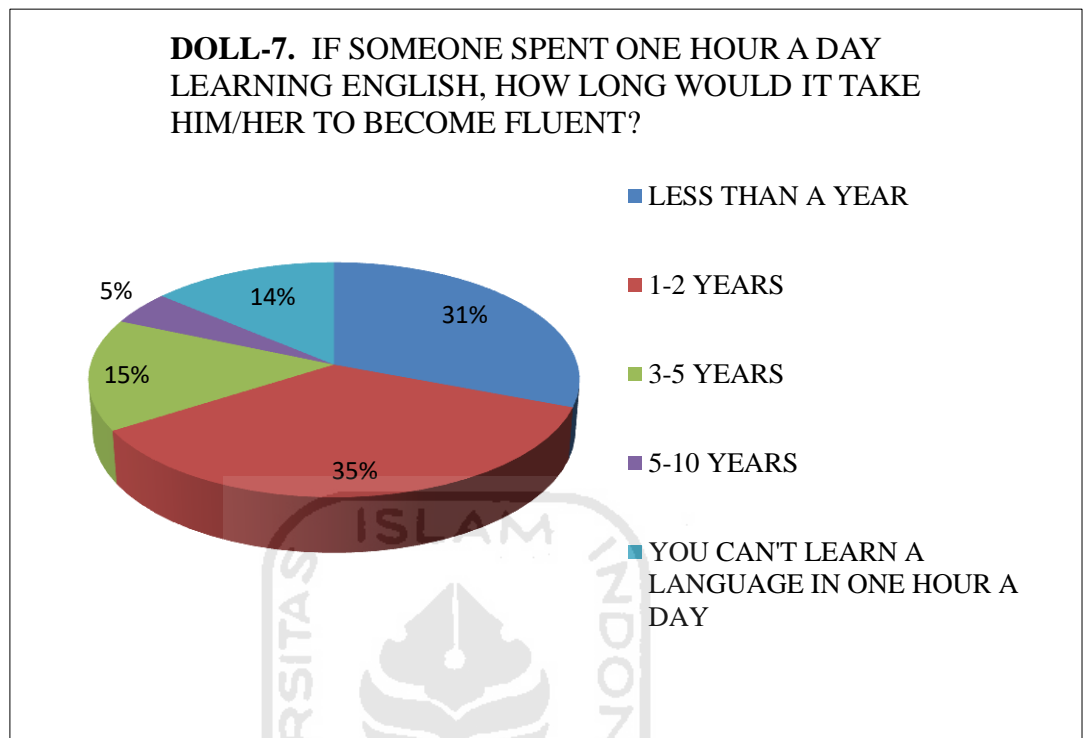


Table 3.3



According to Machali (2015) defines that valid decision is based by the value calculated (Pearson Correlation) > R-table of 0,2656 (N =20). Furthermore, based on the result validity before, the number of validities from this questioner is 20 item and 2 of these questionnaires are survey.

Meanwhile, the reliability test was done by using the Cronbach alpha coefficient. Because 2 items of BALLI's questionnaire are a survey which is used a graphics table and the data valid is only 20 items. So, the researcher decides that use 20 items to test the Cronbach alpha coefficient. Based on the SPSS 16 output below, the Cronbach alpha value is 0.736 of the total 20 items.

Table 3.4 Reliability test

Case Processing Summary

		N	%
Cases	Valid	55	100.0
	Excluded ^a	0	.0
	Total	55	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.736	20

3.1.3 Data Analysis Techniques

The modified Belief about Language Learning Inventory (BALLI) will be given to participants. The participants will ask to read the BALLI questionnaire and fill outnumbered boxes on a single page answer sheet. After all the data from the participants was collected, all the answers were tabulated in SPSS manually.

Data obtained through BALLI will be entered into SPSS. Then, all five choices were processed to be able to identify the belief of undergraduate students. The five choices are Option A (strongly agree) and B (agree). Option C (Undecided), choice D (disagree), and E (strongly disagree).

CHAPTER IV

RESULT AND DISCUSSION

This chapter describes the findings obtained from the questionnaire to identify the belief about language learning in the English Education department who took PPL year 2019/2020 at a private university.

4.1 Research Findings

The questionnaire consists of participants' personal information and the factors of EFL undergraduate students' belief about language learning. The data results of participants' personal information as followed:

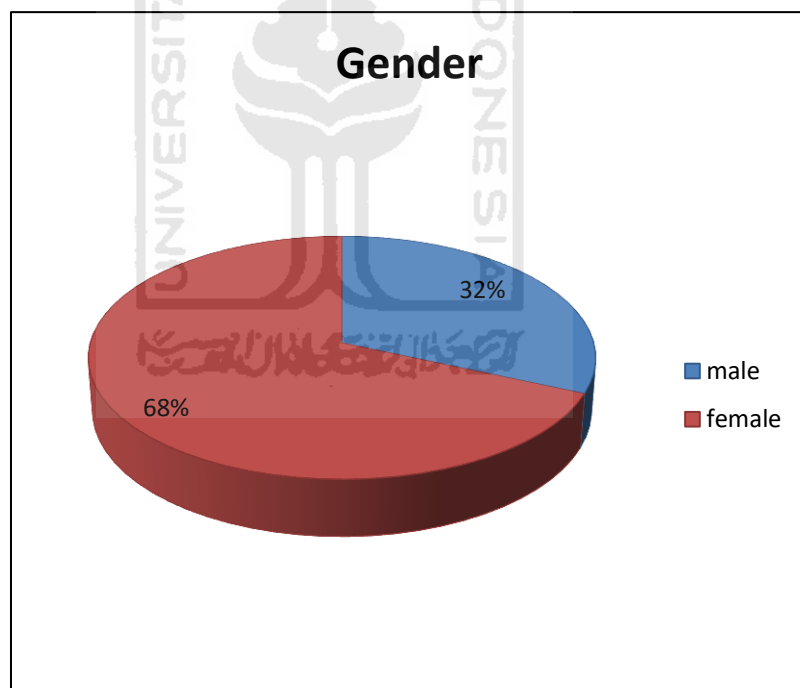


Figure 4.1 Chart of Participants' Gender

Based on the result validity and reliability before, the number of validities from this questioner is 20 items. So, the researcher examines the new valid data and the result is:

Table 4.2 Result of Validity Test

Items	Pearson Correlation	R-Table (N=55)	Criteria
DOLL-2	0,272	0,2656	VALID
DOLL-3	0,458	0,2656	VALID
DOLL-5	0,486	0,2656	VALID
FLA-3	0,447	0,2656	VALID
FLA-4	0,366	0,2656	VALID
FLA-5	0,501	0,2656	VALID
FLA-6	0,406	0,2656	VALID
FLA-8	0,576	0,2656	VALID
NOLL-2	0,424	0,2656	VALID
NOLL-3	0,286	0,2656	VALID
NOLL-5	0,443	0,2656	VALID
NOLL-6	0,367	0,2656	VALID
LACS-3	0,444	0,2656	VALID
LACS-4	0,376	0,2656	VALID

LACS-7	0,332	0,2656	VALID
LACS-8	0,432	0,2656	VALID
MAE-1	0,333	0,2656	VALID
MAE-2	0,475	0,2656	VALID
MAE-3	0,327	0,2656	VALID
MAE-4	0,468	0,2656	VALID

In order to answer the research question, a descriptive statistic was carried out to identify factors of belief about language learning experienced by the students of English Education Department Islamic University of Indonesia who took PPL in 2019. Factors of belief about language learning are presented in Figure 4.3:

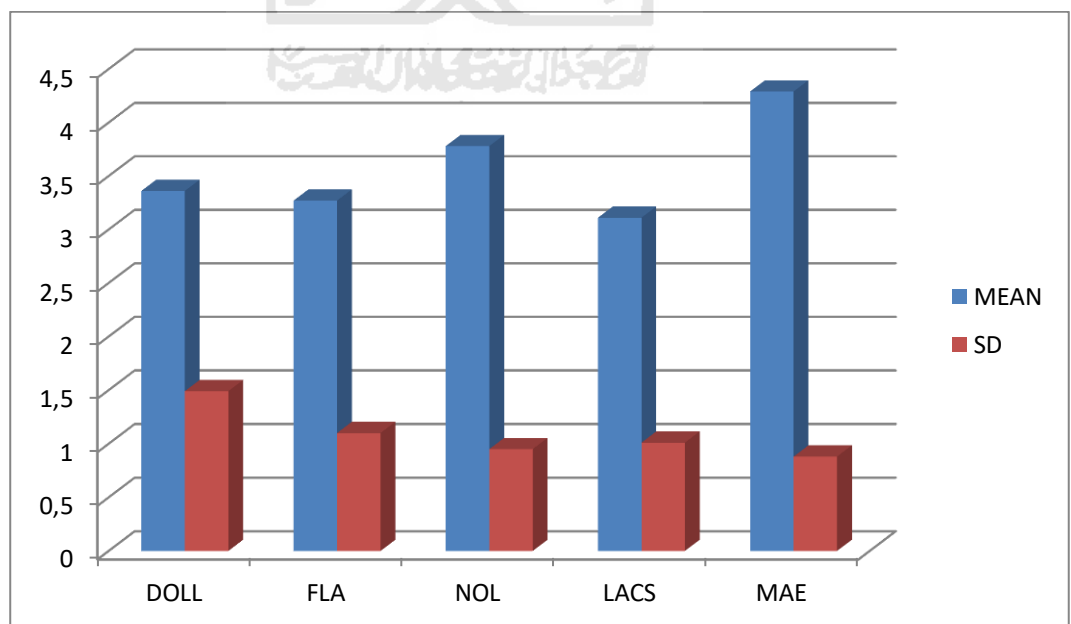


Figure 4.3 Factors of Belief about Language Learning

Based on the diagram above, the highest score is Motivation and Expectation (MAE) with mean (M= 4.29) and standard deviation (SD= 0.88). followed by Nature of Language Learning (NOLL) with mean (M= 3.78) and standard deviation (SD= 0.95). After that, there is Difficulty of Language Learning (DOLL) with mean (M= 3.36) and standard deviation (SD= 1.49). And then Foreign Language Aptitude (FLA) with mean (M= 3.27) and standard deviation (SD= 1.1). And the lowest score is Learning and Communication Strategies (LACS) with mean (M= 3.11) and standard deviation (SD= 1.1). It means that Motivation and Expectation as the most affecting factor causing belief about language learning. Meanwhile, the factor of Learning and Communication Strategies is less affecting belief about language learning of EFL undergraduate students in the research context.

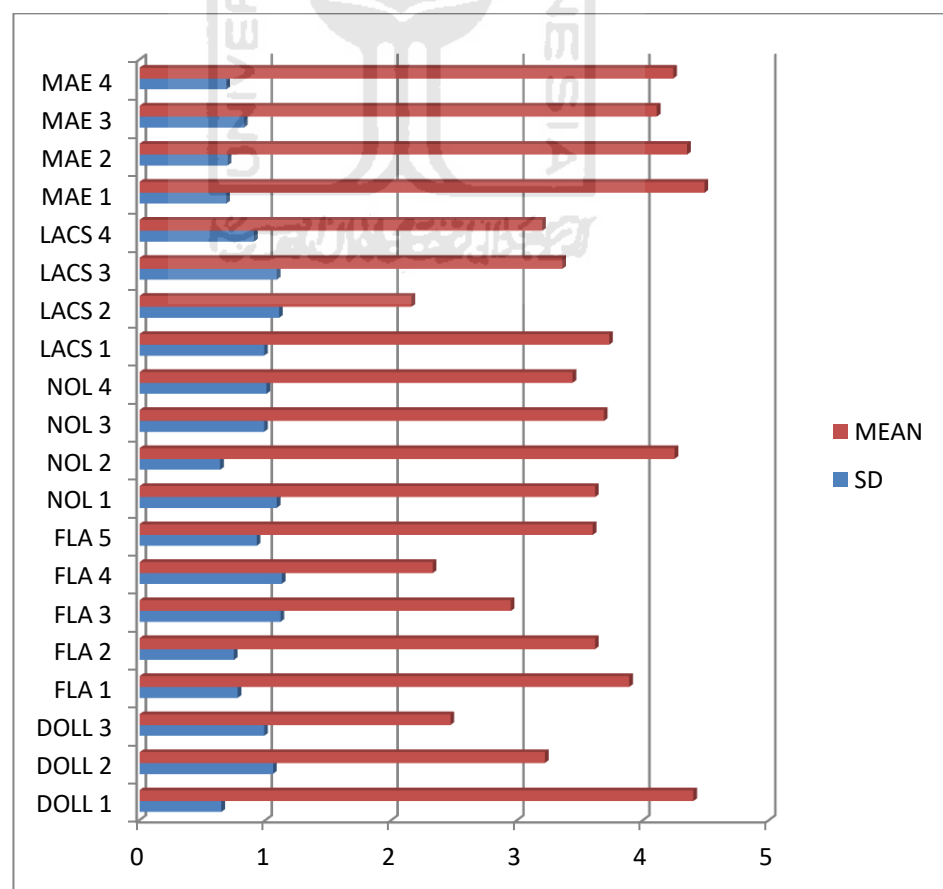


Figure 4.4 Result of Each Item

According to the **Figure 4.4** Result of item from 55 participants, the result shows the most affecting factor were found in item MAE-1 (If I get to speak this language very well, I will have many opportunities to use it) with mean ($M=4.49$) and standard deviation ($SD= 0.69$). Meanwhile, the least affecting factor was found in item LACS-2 (You shouldn't say anything in a foreign language until you can say it correctly) with mean ($M= 2.16$) and standard deviation ($SD= 1.11$).

Furthermore, the items are analysed for each factor. The first item analysis is the Difficulty of Language Learning as presented in Figure 4.5:

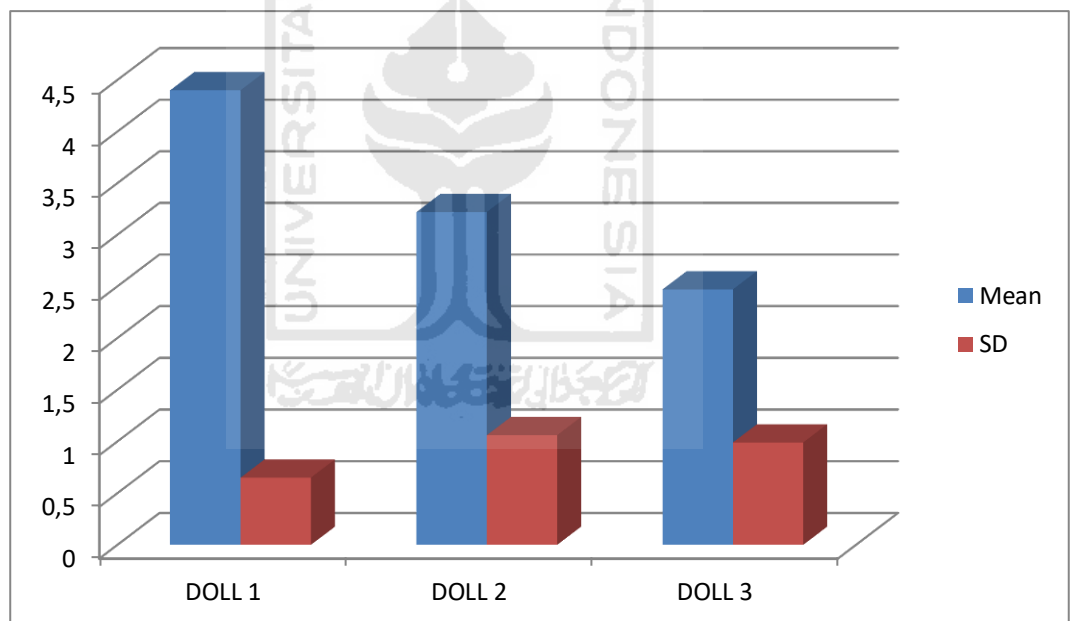


Figure 4.5 Chart of Difficulty of Language Learning

Based on **Figure 4.5**, the result for Difficulty of Language Learning: the most affecting factor was found in item DOLL-1 (I believe that I will ultimately learn to speak this language very well) with mean ($M=4.4$) and standard deviation ($SD= 0.65$). Meanwhile, the least affecting

factor was found in item number DOLL-3 (English is structured in the same way as Indonesian) with mean ($M= 2.47$) and standard deviation ($SD= 0.99$).

The second item analysis is Foreign Language Aptitude as presented in figure 4.6:

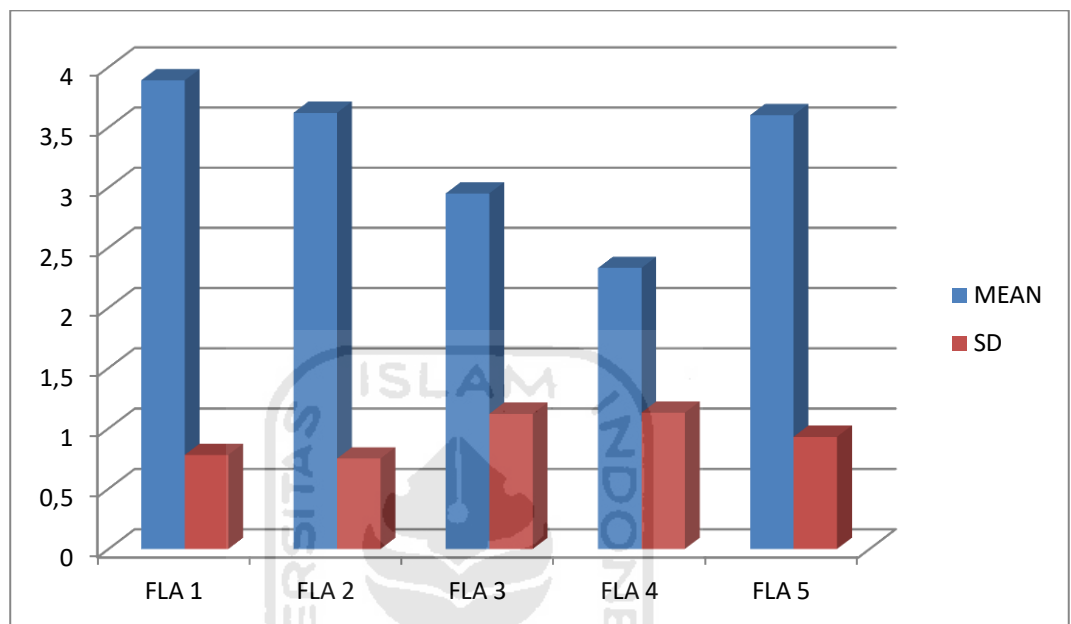


Figure 4.6 Chart of Foreign Language Aptitude

Based on the chart above, the result for Foreign Language Aptitude: the most affecting factor was found in item FLA-1 (It is easier for someone who already speaks a foreign language to learn another one) with mean ($M=3.89$) and standard deviation ($SD= 0.78$). Meanwhile, the least affecting factor was found in item number FLA-4 (People who are good at maths and science are not good at learning foreign languages) with mean ($M= 2.33$) and standard deviation ($SD= 1.13$).

The third item analysis is Nature of Language Learning as presented in figure 4.7:

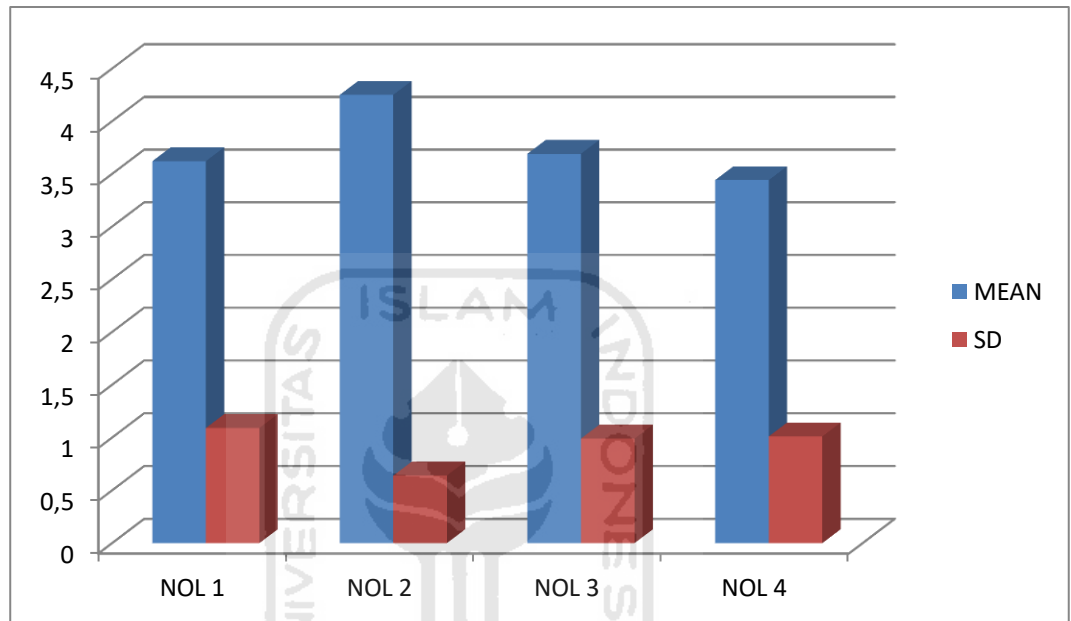


Figure 4.7 Chart of Nature of Language Learning

Based on the chart above, the result for Nature of Language Learning: the most affecting factor was found in item NOLL-2 (Learning a foreign language is mostly a matter of learning a lot of new vocabulary words) with mean ($M=4.25$) and standard deviation ($SD= 0.64$). Meanwhile the least affecting factor was found in item number NOLL-4 (Learning a foreign language is mostly a matter of translating) with mean ($M= 3.44$) and standard deviation ($SD= 1.01$).

The fourth item analysis is Nature of Language Learning as presented in figure 4.8:

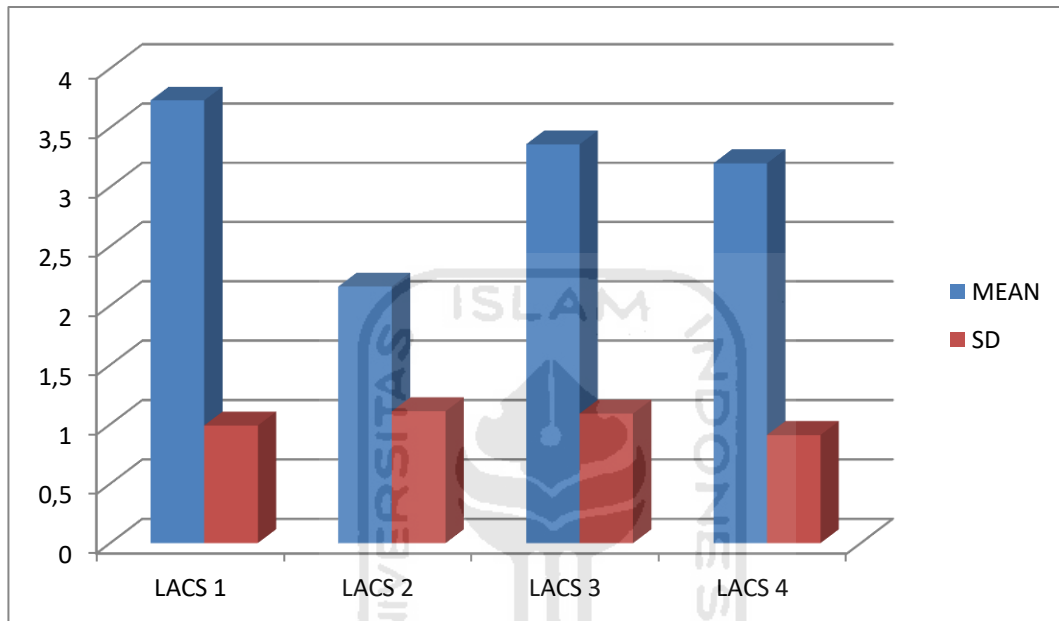


Figure 4.8 Chart of Learning and Communication Strategies

Based on the chart above, the result for Learning and Communication Strategies: the most affecting factor was found in item LACS-1 (It is important to speak a foreign language with an excellent accent) with mean ($M=3.73$) and standard deviation ($SD= 0.99$). Meanwhile, the least affecting factor was found in item number LACS-2 (You shouldn't say anything in a foreign language until you can say it correctly) with mean ($M= 2.16$) and standard deviation ($SD= 1.11$).

Finally, the last item analysis is Motivation and Expectation as presented in figure 4.9:

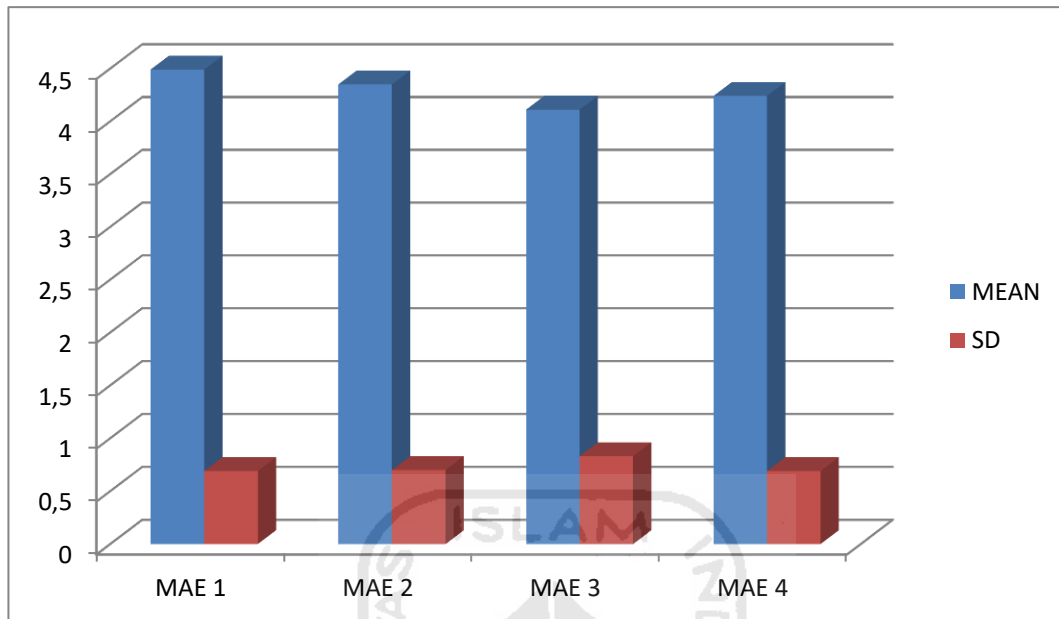


Figure 4.9 Chart of Motivation and Expectation

Based on the chart above, the result for Motivation and Expectation: the most affecting factor was found in item MAE-1 (If I get to speak this language very well, I will have many opportunities to use it) with mean ($M= 4.49$) and standard deviation ($SD= 0.69$). Meanwhile, the least affecting factor was found in item number MAE-3 (Indonesian people think that it is important to speak a foreign language) with mean ($M= 4.11$) and standard deviation ($SD= 0.83$).

4.2 Discussion

In research aimed at identifying student belief about foreign language learning, the researcher analyses the frequency, and the results as previously discussed. Two points with positive words (agree and strongly agree), one point with doubtful answers (Undecide) and two points with negative words (disagree and strongly disagree) grouped so that we can see whether

the participants have positive or negative belief in one item. The category suggested by Horwitz (1988) is used for data categorization. In each category, students' belief is presented in percentages and the difference is determined through tests, and significance values are given.

The first category suggested by Horwitz (1988) was the Difficulty of Language Learning (DOLL). A total of 22% of the learners believed that English is a difficult language to learn (Table 3.2). And 35% of Learners believed English can be learned in less than a year or 1-2 years by spending only 1 hour a day (table 3.3). Different from Buyukyazi's (2010) research that Almost 80% of the learners believed that English is a difficult language to learn. But the learners underestimated the duration necessary to learn English. 55% of learners believed English can be learned in less than a year or 1-2 years by spending only 1 hour a day. The result from item DOLL-2 (It is easier to read and write this language than to speak and understand it) in this research shows that 21% of learners disagreed. However, Buyukyazi (2010) research showed that 31% of learners disagreed with this item. Thus, the results of this study show that fewer learners believe that English is a language that is difficult to learn (22%) than the results of Buyukyazi's research (2010) (80%). And the learners in this study do not underestimate the duration necessary to learn English (35%) than Buyukyazi's research (2010) (55%). Also, the different results showed that 21% of learners of this research disagreed and 31% of learners from Buyukyazi's research (2010) disagreed with item DOLL-3 (It is easier to speak than to understand a foreign language).

The second category examined was Foreign Language Aptitude (FLA). Only 16,4% of learners in this research believed with item FLA-3 (Women are better than men at learning foreign languages). That result different from Altan (2012) which is 37% of learners in his research believed with item FLA-3. And the total of 32,7% of learners' undecided with item

FLA-5 (Indonesian people think that it is important to speak a foreign language). However, more than half of the learners (57%) in Altan (2012) undecided with item FLA-5. From that differences, we can see that the learners from Altan (2012) more believed with the item FLA-3 (Women are better than men at learning foreign languages) with result 37% than this research with only 16,4% believed with item FLA-3. And then in item FLA-5 (Indonesian people are good at learning foreign languages), the result from this research showed that 32,7% of learners' undecided and more than half of the learners (57%) in Altan (2012) undecided with item FLA-5.

The third category is Nature of Language Learning (NOLL). The total 38,2% of learners in this research agreed with item NOLL-1 (It is better to learn the foreign language in the foreign country). However, in Altan (2012), most learners (92%) agreed with item NOLL-1, where there is greater exposure to foreign languages, cultures, and people. Moreover, 43,6% of learners in this research agreed with item NOLL-3 (Learning a foreign language is different from learning other subjects). But in Altan (2012), a great majority of respondents (78%) agreed with this item NOLL-3. The result from this research and Altan (2012) showed that most learners in Altan more agreed with these items NOLL-1 (92%) and NOLL-3 (78%) than in this research with 38,2% for item NOLL-1 and 43,6% for item NOLL-3.

The fourth category examined was Learning and Communication Strategies (LACS). The total 36,4% of learners in this research agreed with item LACS-1 (It is important to speak a foreign language with an excellent accent). However, in Mantle-Bromley's (1995) research showed that only 19% of learners agreed with this item. And the total 32,7% of learners in this research disagreed with item LACS-2 (You shouldn't say anything in a foreign language until you can say it correctly). But in Mantle-Bromley (1995), the research showed that only 28% of learners disagreed with this item. Then a total of 38,2% of learners in this research agreed with

the item LACS-3 (I feel self-conscious speaking the foreign language in front of other people). And in Mantle-Bromley (1995), the research showed that 29% of learners agreed with this item. The result from this research and Mantle-Bromley (1995) showed that the learners of this research more agreed with items LACS-1 (36,4%) and LACS-3 (38,2%) then Mantle-Bromley (1995) with LACS-1 (19%) and LACS-3 (29%). But also, the result from this research showed that the learners more disagreed with item LACS-2 (32,7%) then Mantle-Bromley's (1995) research which is showed that only 28% of learners disagreed with the item LACS-4.

The last category examined was Motivation and Expectation (MAE). The total 34,5% of learners in this research agreed with item MAE-1 (If I get to speak this language very well, I will have many opportunities to use it). However, in Buyukyazi (2010), the research showed that 76% of learners agreed with this item. And 45,5% of learners in this research agreed with item MAE-2 (If I learn to speak English very well, it will help me get a good job). Moreover, in Buyukyazi (2010), most learners (81%) agreed with this item. From that different research, the result showed that the learners in Buyukyazi (2010) more agreed with these items MAE-1 (76%) and MAE-2 (81%) then this research which is showed 34,5% for item MAE-1 and 45,5% for item MAE-2.

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

This study aims to identify belief about language learning of EFL undergraduate students who majored in English Education in a private university in Yogyakarta who took PPL academic year 2019/2020. Based on the data analysis, the researcher found that the factors of Motivation and Expectation (MAE) were reported as the most affecting factors in belief about language learning in EFL context with mean (M=4.49) and standard deviation (SD= 0.88). Followed by Nature of Language Learning (NOLL) with mean (M=4.25) and standard deviation (SD= 0.64). After that, there is Difficulty of Language Learning (DOLL) with mean (M=4.4) and standard deviation (SD= 0.65). And then Foreign Language Aptitude (FLA) with mean (M=3.89) and standard deviation (SD= 0.78). And the lowest score is Learning and Communication Strategies (LACS) with mean (M=3.73) and standard deviation (SD= 0.99). It means that Motivation and Expectation as the most affecting factor causing belief about language learning. Meanwhile, the factor of Learning and Communication Strategies is less affecting in belief about language learning of EFL undergraduate students in the research context.

5.2 Recommendation

The current study offers some recommendations for further study. First, this present study only focuses to identify belief about language learning of EFL undergraduate students. Researchers recommend that further study conduct the lack and benefit of belief about language learning. Second, the weakness of this research is only involving a few students, so future research can include more respondents and not just survey data.

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