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Senior High School Students'
Beliefs about English Language Learning

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Introduction

ENGLISH

- **academically, professionally and personally used**
- **subject to be taught (elementary → tertiary)**

The "?" is what factors are influential

LANGUAGE LEARNING BELIEFS

Purpose

To investigate

→ the **difference** of the senior high school students' beliefs about language learning on based on their class specifications, with the adjustment on gender.

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Hypothesis

The hypothesis tested in this study is formulated, as follow:

H_0 : **There is NO significant difference of the senior high school students' beliefs about language learning seen from their class specifications.**

Ha : **There is a significant difference of the senior high school students' beliefs about language learning seen from their class specifications.**

Students' Beliefs about Language Learning

Language learning belief is the knowledge held by language learner about various factors in language learning process, about how to learn a language, language skills, and communicative competence. Language beliefs are formed either through personal experience or influence from other people (Wanden, 1991 as cited in Li, 2010).

Evidence shows that these beliefs play a decisive role in language learners' success, failure and experiences (Cotteral, 1999, as cited in Reiger, 2009).

Wanden (as cited in Bernat & Gvozdenko, 2005) proposes that in order to discover what characterizes successful language learning, it is needed to discover what students believe about their learning.

Theoretical and empirical reviews

Horwitz's classification of learners' language learning beliefs, developed very carefully, encompasses a broad range of language leaning beliefs and subsumed large numbers of more specific foreign language learning beliefs.

Horwitz divided language learning beliefs into
(1) Foreign language aptitude;
(2) Difficulty of language learning;
(3) Nature of language learning;
(4) Learning and communication strategies;
(5) Motivations and expectations
(Horwitz, 1988)

Research Method

Research design → a comparative study (ex-post facto)

Population & Subject of the study → 92 senior high school students, grade XII

(46 males; 46 females)

Data collection → inventory (44 item-Beliefs about Language Learning Inventory [BALLI] modified from Horwitz [1988])

Data analysis → descriptive and inferential statistics

Finding

Levene's Test of Equality of Error Variances[a]

Dependent Variable: total_BLL

F	df1	df2	Sig.
.577	1	90	.449

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Gender + Class

Homogeneity

Normality

Tests of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
total_BLL	Science	.095	46	.200*	.969	46	.260
	Social	.090	46	.200*	.962	46	.134

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Linearity and Heteroscedasticity → Graphs

Students' Beliefs about Language Learning

Class	Gender	A	B	C	D	E	Holistic	Category
Natural Science	Male	3,7	4	3,9	3,8	3,8	167,3	**High**
	Female	3,9	4	4,1	3,9	4	174,3	**High**
	Average	3,8	4	4	3,85	3,9	**170,8**	**High**
Social Science	Male	3,4	3,5	3,6	3,5	3,5	153,4	**High**
	Female	3,6	3,9	3,9	3,7	3,6	164,3	**High**
	Average	3,5	3,7	3,75	3,6	3,55	**158,9**	**High**

Finding

Finding

Prerequisite Tests → Fullfilled

F=9.612, p = 0.003 < 0.05, partial η^2 = 0.097.

Bonferroni post hock test showed that natural science students' beliefs on language learning was statistically significantly greater than the social science students—a mean deference of 11.978, p = 0.003.

There was a statistical difference in the senior high school students' beliefs about language learning between the different classes once their means had been adjusted for the gender.

Difference

Descriptive Statistics			
Dependent Variable: Beliefs about LL			
Class	Mean	Std. Deviation	N
Science	170.85	16.464	46
Social	158.87	21.193	46
Total	164.86	19.809	92
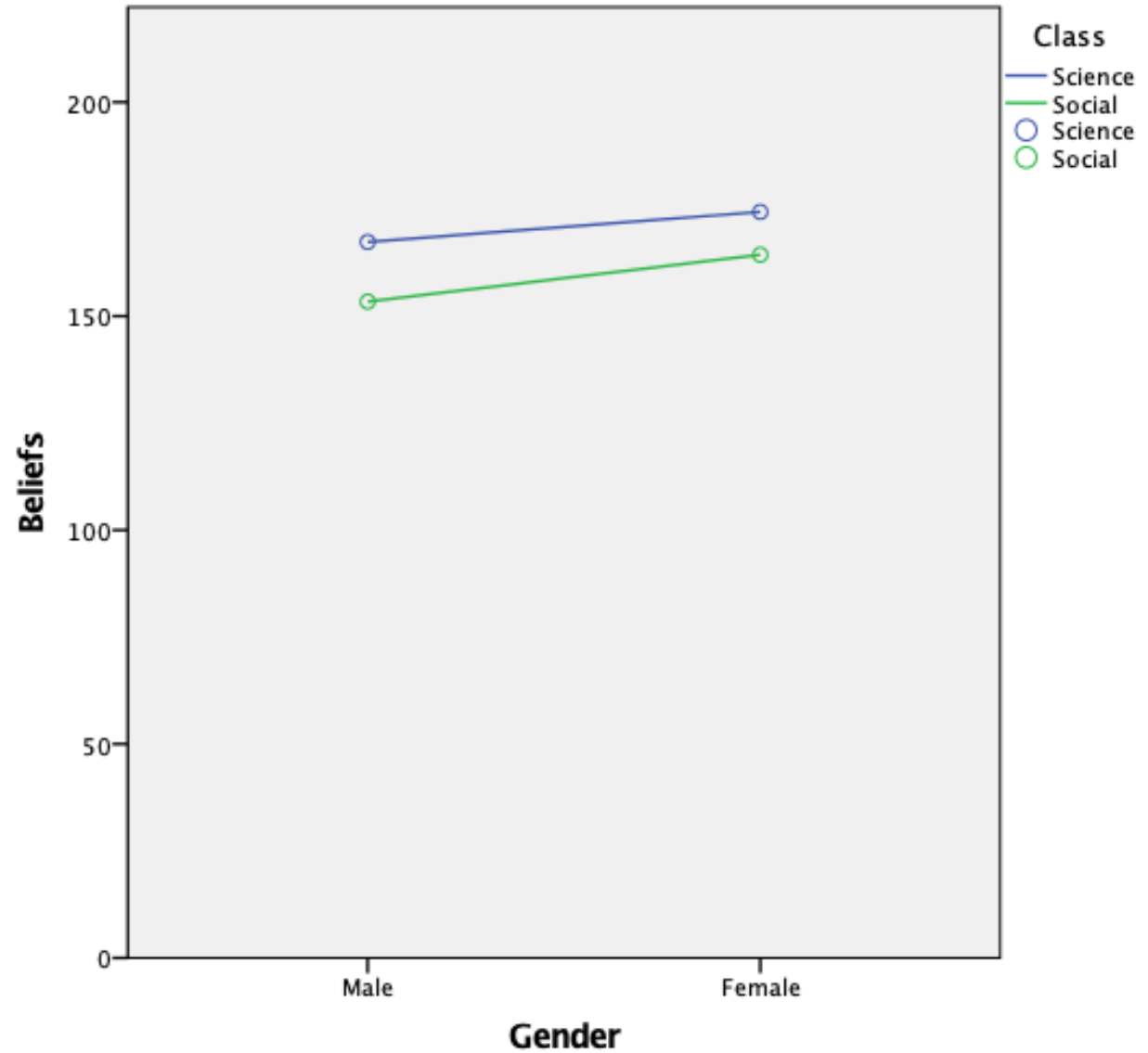
Implications

Teachers → aware, responsive, and considerate

Students → awareness of potentials and characteristics

Researchers → further researches

Thank You

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SURAT TUGAS
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Menunjuk surat dari Ketua *The 1st Jakarta International Conference on Science and Education* (The 1st JICSE 2019) Fakultas Keguruan dan Ilmu Pendidikan (FKIP) Nomor: 30/F1.JICSE/PPM.2.2/2019 maka Dekan Fakultas Keguruan dan Ilmu Pendidikan menugaskan :

L. Angelianawati, M.Pd

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Demikianlah surat tugas ini kami berikan agar dapat dipergunakan sebagaimana mestinya.

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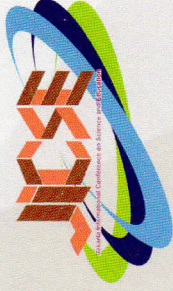
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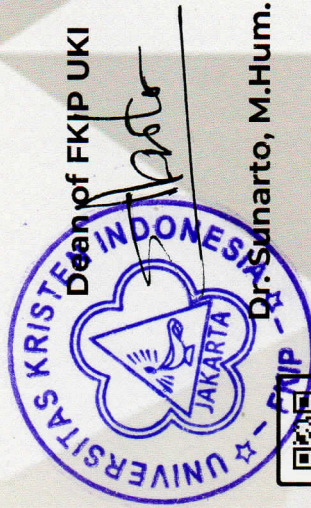**SENIOR HIGH SCHOOL STUDENTS' BELIEFS ABOUT ENGLISH LANGUAGE LEARNING**

at

THE 1st JAKARTA INTERNATIONAL CONFERENCE ON SCIENCE AND EDUCATION

with the theme:

"Natural Science, Social Science, and Education for 4.0 Era"

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16th-17th October 2019

The 1st JICSE Chairperson

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SCAN ME

ABSTRACT BOOK

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ABSTRACT

English language learning encompasses beliefs about language learning which are brought by students to their language learning. This study, involving high school students in East Jakarta, Indonesia, described the students' beliefs about language learning during English lessons with regard to the class specifications (natural science and social science), seen from the gender. The respondents were 92 students. The data were collected using 44 item-Beliefs about Language Learning Inventory (BALLI) modified from Horwitz (1988), and analysed using One-way ANCOVA to determine whether there is any significant deference in senior high school students' beliefs about language learning based on the class specifications and gender. Based on the data analysis it was found that there was a statistically significant deference in the students' beliefs about language learning between natural science and social science classes, seen from their gender, F=9.612, $p = 0.003 < 0.05$, partial $\square^2 = 0.097$. Furthermore, Bonferroni post hock test showed that natural science students' beliefs on language learning was statistically significantly greater than the social science students—a mean deference of 11.978, $p = 0.003$. Accordingly, English teachers are recommended to accommodate and optimize the students' positive beliefs about language learning by providing them opportunities to explore and adjust their language learning based on their beliefs and designing relevant materials, regardless of the gender, to help them learning a language.