The Correlation Between Language Learning Beliefs and English Academic Achievement

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Abstract

The purpose of this study was to find out the relationship between Students' language learning beliefs and English academic achievement in SMP Advent UNKLAB. This study also aimed to find the level of Students' language learning beliefs and English academic achievement. The researcher adapted the questionnaire from E. Horwitz (1988) that was distributed to grade VIII parallel A, B, C, and D with a total number of 115 students at SMP Advent UNKLAB, which is located in Airmadidi North Sulawesi who were enrolled in the first semester of the academic year 2024/2025. Descriptive analysis of mean score and Pearson Product Coefficient Correlation were used to answer the research questions. The results showed that: (1) the level of Students' language learning beliefs was 4.46 indicating a high level, (2) the level of English academic achievement was 78.52, indicating a good level and (3) r = 0.004 and p = 0.966 showing there is no significant correlation between Students' language learning beliefs and English academic achievement.

INTRODUCTION

Student language beliefs is important. This is reinforced by Horwitz (1988) who stated that students' learning beliefs are critical because they have a significant impact on how they approach language acquisition, including student levels of excitement, perseverance, and engagement in the process. According to Barcelos (2003, p. 8), learner beliefs revolve on the nature of language and language learning. The researchers also appear to have direct significance to the comprehension of students' beliefs. According to Pintrich and DeGroot (1990) when students feel the lesson, they are learning is necessary and interesting, they will be more involved in the learning process and build their beliefs in learning process. Moreover, Noor Hayati (2020) stated that the role of beliefs in language acquisition shows that it is critical for the instructor to understand the students' beliefs about learning language and to encourage the students to hold positive beliefs in order to achieve success in language learning.

English achievement is often used to describe a person's level of skill or success in the English language. Crow (1969) defined academic achievement as the extent to which a learner is benefiting from instructions in a given area of learning. The Dictionary of Psychology (Atkinson, Berne, & Woodworth, 1988) defines achievement as a specific level of performance in scholastic or academic activity.

Academic achievement is an important method for students to learn about their talents, abilities, and competences, which are essential for creating professional goals (Lent; Brown and Hackett, 2000). Therefore, being fluent in English opens up options for school, employment, and friendships across cultures.

Identification of the Problem

In learning students or learners have potential achieve their English learning objectives and stick to the language learning process; several factors influence the outcome. Lightbown and Spada (2001) state that beliefs, intellect, aptitude, personality, motivation and attitudes, learner preferences, and age of acquisition as factors impacting second/foreign language learning. There has been extensive research on language learning beliefs and their interaction with other variables.

Moreover, Angelianawati (2012) did research to better understand how language learning beliefs influence students' English achievement. The study focused on eleventh-grade students at Singaraja's state

senior high school during semester one of the 2011/2012 academic year. It was discovered that views about language learning were strongly connected with English achievement of 160 eleventh-grade students.

Furthermore, Noor Hayati (2020), conducted at the Islamic College (STI), Samarinda, Indonesia. The findings revealed there is a positive and significant relationship between students' beliefs about language acquisition and their English academic abilities.

In contrast, Khodadady (2009) conducted a (Beliefs About Language Inventory) BALLI surveys to 300 first-year college students in the Philippines. The study found that language acquisition beliefs and strategies were not substantially connected to academic speaking tasks. Only the motivation and expectation subscales showed a significant link with the participants' oral performance, however it was a negative relationship. This demonstrates that there is no certainty that the two variables are associated strongly, positively, or negatively, and that more research is needed to determine the association between these variables.

The current body of literature suggests a significant relationship between language learning beliefs and English academic achievement. However, uncertainty persists regarding the strength and direction of this connection. Moreover, various studies have positive correlation while others show no significant relationship or even negative relationship between language learning beliefs and English achievement.

Given this inconsistency, further inquiry is necessary to elucidate the nature of this relationship. Thus, this study sought to explore the relationship of language learning beliefs on English academic achievement among eighth-grade students at SMP Advent UNKLAB.

The purpose of this study was to find out if there was any correlation between students' language learning belief and their English achievement. Besides this research tried to find out the level of students' language learning belief, and the level of their English achievement.

LITERATURE REVIEW

Students' Language Learning Beliefs

Grootenboer and Marshman (2016), Rokeach (1974) defined beliefs as subjective personal assumptions of truth that serve as predispositions to behavior According to Horwitz (1988), language learners' beliefs have been shown to influence their actions and experiences. In addition, White (1999) language learners' ideas impact and form their pre-experience expectations. In addition, Nikitina and Furuoka (2006), language acquisition ideas are context-specific, which means that various cultures may have different perspectives on learning a new language. Beliefs about the importance of language acquisition, personal objectives, and the relevance can greatly impact of the language to one's life H. Hortwitz (1987). Özdemir (2012) argues that beliefs shape an individual's perspectives, understanding, and attitudes.

Moreover, Tanaka and Ellis (2003) stated that students' ideas impact their behaviors, including their learning tactics, confidence, fear, and outcomes in both language and non-linguistic contexts. There is also a body of evidence that demonstrates that ideas about language learning have substantial influence on learning outcomes and experiences (Horwitz, 1998; Sakui & Gaies, 1999; Mantle-Bromley).

Based on the theory of Horwitz cited in Noor Hayati (2020), language learning beliefs including: foreign language aptitude, difficulty of language learning, the nature of language learning, learning and communication strategies, and motivations and expectations.

In summary, beliefs play an important role in how people learn languages. Research shows that what learners believe affects their behavior and experiences in language learning. These beliefs can influence their motivation, strategies, and how they approach the learning process. Cultural background also matters; different cultures may have different beliefs about language learning. Studies indicate that beliefs impact not just language skills but also confidence and attitudes. According to Noor Hayati (2020), beliefs about language learning include factors like language ability, difficulty, learning strategies, and motivation. Understanding these beliefs can help improve language learning for students.

Foreign Language Aptitude

Noor Hayati (2020) stated that foreign language aptitude concerns one's potential for language learning achievement, the belief that some people have a special ability to learn other languages. Language aptitude as the psychological formulation behind the institution that some people have a gift for additional language learning while others seem to struggle (Ortega, 2009). Moreover, learners who believe in foreign language aptitude and yet are sure that everyone can achieve in language acquisition may feel that "an average ability is adequate" has suggested by Horwitz (1988). In addition, Skehan (1986) stated that foreign language aptitude are effective predictors of foreign language achievement because they measure relevant linguistic abilities employed in language learning in all situations and rely on decontualized language skills (i.e., classroom language skills). In addition, Skehan (1986) stated that foreign language aptitude as evidenced in the structural aptitude tests, is consequently an effective, predictive mix of a fundamental competence with oral language combined with an ability to handle language as a vehicle.

Difficulty of Language Learning

Hayati (2020) stated that difficulty of language acquisition addresses both the overall difficulty of foreign language learning and the specific difficulty of the target language. Viburphol (2004) defined One's thinking or understanding on the difficulty of language learning may be influenced by their experiences in learning the language, their learning environment, and their age this belief can give negative effects to the students' language learning. Peacock (1999) revealed in his study, students who underestimated the difficulty of language learning performed worse than those who judged it more accurately. Furthermore, study indicated that learners who assessed the target language they were learning as challenging performed worse than those who believed they were dealing with an easy assignment (Mori, 1999). A study indicated that learners who assessed the target language they were learning as challenging performed worse than those who believed they were dealing with an easy assignment.

The Nature of Language Learning

The nature of language learning is just about how people learn languages. As Lightbown and Spada (2001) state that many people believe that learning in a native- speaking country is more effective; this could be because most successful learners have had exposure to the language outside of the classroom. For example, some people may believe that learning a foreign language in its speaking country and the language speaking cultures is crucial, and that doing so will help them succeed in language acquisition. Also, Noor Hayati (2020) stated that in language learning studies beliefs, there are two types of beliefs explored in relation to their negative impact on learner achievement, these beliefs relate to vocabulary learning and grammar education. Furthermore, Horwitz (1988) stated that learners that value vocabulary and grammar may prioritize remembering lists and rules over other language learning practices.

Learning and Communication Strategies

Brown (2007) defined that communication strategy refers to the processes for the constructive communication of information, whether verbal or nonverbal. Hayati (2012) stated that successful language learners are those who can guess intelligently, are not scared to make mistakes, and want to take use of any opportunity they have, such as chatting with a native speaker or using an appropriate resource. It demonstrates how learners' views about these features can influence their actions during the learning process. In accordance with this, Boakye (2007) argued that if pupils believe they should always get it properly, they will not speak until they are certain it is correct. Therefore, some people beliefs about learning and communication practices may jeopardize learners' performance in second or foreign language learning Horwitz (1988).

Motivation and Expectations

According to Noor Hayati (2020) students' associations between wants and possibilities for language acquisition. In addition, Yang (1999) stated pupils may be directly influenced by their impression of learning success and level of expectation. Additionally, Lightbown and Spada (1998) concludes that learners who need to

speak the language in a variety of social circumstances or to pursue professional goals will recognize the language's communicative value and be motivated to develop competency in it. Furthermore, Horton - Tognazzini (2015) stated that tailored learning is more likely to provide a good participant experience based on their expectations of the learning process and their motivations. Moreover, Carol Dweck (2006) state that students' learning beliefs are greatly impacted by their motivation and expectations, shaping how they tackle tasks and their ability to persist through difficulties.

English Academic Achievement

English academic achievement refers to an individual's performance and ability in various parts of the students'language in an academic setting. Furthermore, Carrol (1974, p.238) defined achievement as a measure of the quality and/or quantity of the success one has in the mastery of knowledge, skills, or understanding.

Moreover, Zargar & Ganai (2014) stated that academic achievement is the level or extent which a learner obtains from instruction in a given area of learning. In addition, Phye (1997) stated that accomplishment is defined as "knowledge gained or skills developed in the school subjects, usually designated by test scores or marks assigned by teachers, or by both. Therefore, Brown (2003) stated that an achievement test is related directly to classroom lesson, units, or even a total curriculum. Another definition based on Cobuild (2006) is that achievement is anything that someone has accomplished, particularly after a significant amount of work.

Related Studies

There have been many researchers conducted on the relationship between students'language learning beliefs and English academic achievement. Conducting studies such as this one may have a significant impact on improving language education to learners. In this section, the researcher gave several studies regarding to The Relationship Between students'language learning beliefs and English academic achievement.

The first was written by Noor Hayati (2020) "The Relationship between English Language Learning Beliefs and English Academic Achievement among English Major Students at IAIN Samarinda." This study sought to investigate students' attitudes toward English language acquisition and academic accomplishment. Sekolah Tinggi Agama Islam (STI), Samarinda, Indonesia. Noor Hayati (2020). The Relationship between English Language Learning Beliefs and English Academic Achievement among English Majors at IAIN Samarinda. This study sought to investigate students' attitudes toward English language acquisition and academic accomplishment. Sekolah Tinggi Agama Islam (STI), Samarinda, Indonesia. The English scores of 50 fifth-semester IAIN Samarinda students, as well as their responses to the Beliefs About Language Learning Inventory (BALLI), were evaluated using descriptive statistics and *Pearson Product Moment correlation*. The findings revealed that students' most common beliefs were motivation and expectation, followed by the nature of language learning, learning and communication tactics, foreign language aptitude, and language learning difficulty. There was a positive and significant association (r=.597) and (p=.000) between students' beliefs about language acquisition and their English academic ability.

The second was written by Ren Hulin Bai Yulian Department of Foreign Languages. A study examining the association between learning beliefs and English achievement among Chinese English major college students. This report focuses on the association between learning beliefs and English achievement among Chinese English major students in college. The researcher examined 100 English major students in college using data from Horwitz's BALLI and TEM4 scores to determine the relationship between learning belief and learning achievement. Research methodology primarily uses qualitative and quantitative methodologies to investigate the relationship between learning belief and achievement. The quantitative technique is used to collect a variety of aspects; however, it also aids in the development of an overall structure that demonstrates the students' learning beliefs in a safe and efficient manner. The findings show that the relationship between learning belief and learning achievement has a general positive effect but is not determinative; personality plays an important role in learning belief; aptitude and hard work can produce high scores; high achievement students are motivated by both integrative and instrumental motivation; and teachers and classmates have a mutual influence on learning achievement. The study is significant since it has ramifications for college English

language education and will help to increase students' English competence. The third was written by Esmaeil Abdolahzadeha and Mahdi Rajaee Niab, Iran University of Science and Technology, Tehran, Iran, 2014. Language Learning Beliefs of Iranian Students: Investigating the Role of English Language Proficiency.

The purpose of this study was to investigate Iranian learners' attitudes about learning English and determine whether there is a beneficial relationship between EFL learners' language learning beliefs and their language competency level. The data were collected from four public schools in Tehran, Robatkarim District, Iran, using the Beliefs about Language Learning Inventory (BALLI) and the Key English Test (KET). The aim of this study was to explore Iranian learners' beliefs about learning English and see if there is a positive correlation between EFL learners' language learning beliefs and their language proficiency level. The data were gathered from four public schools in Tehran, Robatkarim District, Iran, using the Beliefs about Language Learning Inventory (BALLI) and the Key English Test (KET). Data were analyzed using correlation analyses. The findings showed that participants had strong views in the categories of "motivation and expectation" and "foreign language aptitude." The data also demonstrated a favorable relationship between language proficiency and beliefs regarding language learning.

The fourth was written by Kasma Suwanarak (2012). English language learning views, learning styles, and achievement of Masters students in Thailand. The purpose of this study was to learn about the English language learning perceptions of 220 Thai graduate students pursuing Masters degrees at a Thai public university.

Students were asked about their beliefs, techniques, and achievements as English language learners. The data gathered from these closed and open-ended questionnaires were then quantitatively evaluated. To delve deeper into their personal perspectives, 35 students from the broader group were chosen for interviews. The study findings demonstrate a variety of ideas regarding English language acquisition, as well as similarities and variances in the tactics used by students, all of which are relevant to their learning achievement. Surprisingly, a big majority of students judged themselves to be failing English language learners, while only a tiny fraction of students evaluated themselves as high achievers after employing more effective learning tactics. The results showed (t = 2.142, p > .031) significant connections between students' ideas about English language acquisition and their usage of learning strategies suggest that beliefs are at least somewhat related to strategy use. The findings may be useful in determining appropriate strategies to use students' perceptions to improve English teaching and learning practice.

The fifth was written by Feti Fahmimroah Mulawarman and Maria Teodora, (2017) English department students' ideas about plurilingualism and its influence on English academic accomplishment and language learning approaches at Mulawarman University. This study examined the relationship between students' attitudes about plurilingualism and their English academic achievement and language learning techniques, using both quantitative and qualitative approaches. This study used a mixed method and included students from the sixth semester of the English department. To gather data, the researcher distributed questionnaires and conducted interviews. The regression analysis found a correlation between students' opinions about plurilingualism, English academic achievement, and language learning approaches. The interview revealed that students' attitudes towards multilingualism and self-confidence played. Students' belief towards plurilingualism has a positive relationship with students" English academic achievement (r = .563, p < .05) a significant effect on their English academic progress. Additionally, students' attitudes about plurilingualism influenced their language learning practices, particularly their usage of English on campus, both inside and outside of the classroom.

METHODS

Research Design

This research used quantitative research design. This research is called quantitative because the results of the investigation utilize statistical and numerical data. According to Apuke (2017) a quantitative research method involves quantifying and analyzing variables to obtain conclusions. It entails the use and analysis of numerical data through the application of certain statistical procedures to answer questions such as who, how

much, what, where, when, how many, and how.Descriptive and correlation methodology also used in this research. Siedlecki (2020) defined that descriptive research involves studies that support existing decisions on the nature and state of something. The descriptive method used to find out the level of the relationship between students' language learning beliefs and English academic achievement. Moreover, Akoglu (2018) stated that a correlation method is a method of determining the relationship between one variable and another. In this research, the relationship aimed to find out whether there was a significant relationship between students'language learning beliefs and English academic achievement. Thus, the data might be collectively contributed to the effectiveness and rigor of this method quantitative research endeavor.

Respondents

The respondents for this study included students from SMP Advent UNKLAB in grade VIII A, B, C, and D who were enrolled in the first semester of 2024/2025 academic year. There were 115 students. 33 students in class VIII A, 28 students in class VIII B, 32 students in class VIII C, and 22 students in class VIII D.

Sampling Technique

In this study, convenient sampling was used to collect the data. Etikan, Musa and Alkassim (2016) explained that the technique of convenience sampling is used to collect information from participants that are easily accessible, the sampling technique was used for participants who give their time and filled in the data required.

Instrument

The data were collected through the questionnaire, Beliefs about Language Learning Inventory (BALLI), which is developed by Horwitz (1988). As stated by Altan (2006), BALLI ''can be helpful to language teacher educators by determining popular beliefs of their students who are going to be teachers in future'' (p.50). Likert- Scale from "strongly disagree" scale up to 'strongly agree'. BALLI is not a test, but it measures students' opinions and aptitude toward various language learning beliefs.

BALLI consists of 32 items. Namely, in the foreign language aptitude category there is number (1, 2, 5, 9, 10, 14, 17, 28, 31), the difficulty of language learning (3, 23, 32), the nature of language learning (7, 11, 15, 21, 25, 26), learning and communication strategies (6, 8, 12, 13, 16, 19, 20, 24), motivation and expectations (4, 18, 22, 27, 29, 30). Horwitz (1988) developed the Beliefs About Language Learning Inventory (BALLI) to elicit learners' beliefs about language learning. The questionnaire was categorized into five indicators: foreign language aptitude, the difficulty of language learning, the nature of language learning, learning and communication strategies, motivation and expectations. Furthermore, the researcher used the mid-test for English academic achievement test.

The relationship between students'language learning beliefs and English academic achievement used *Pearson Product Moment Coefficient Correlation*. According to Obilor and Amadi (2018) "the Pearson's Product Moment Correlation coefficient is a measure of the strength and direction of association that exists between two variables" (p. 15). Thus, a result of 0.05 indicates that the variables correlate. Althouse and Soman (2016) explained that "$p > 0.05$ means a significant correlation between the variables" (p. 192).

RESULTS AND DISCUSSION

There are three research questions in this study. First, what is the level of students' language learning beliefs. Second, what is the level of students' English achievement. Third, is there any significant correlation between students' language learning belief and their English achievement.

The writer examined the relationship between students' language learning beliefs and English academic achievement in SMP Advent UNKLAB. The x variable in this research is students' language learning beliefs, and variable y is English academic achievement. To explore how these two are connected, the writer used two instruments. Those instruments are beliefs about language learning inventory (BALLI) questionnaire and the mid result of English academic achievement.

The research question number one is to find the level of students' language learning beliefs. The mean score for language learning beliefs was 4.46). According to the interpretation scale based on the Likert Scale used by researcher, this score falls between 3.50 – 4.49, which means high level.

A similar result was found by Noor Hayati (2020). Who found that the mean score of English language learning beliefs was at a high level. This study was carried out among English major students at IAIN Samarinda. This observation aligns with the idea that students who are motivated to learn a language tend to have more positive beliefs about their ability to succeed (Dörnyei, 2005). Additionally, Gardner (2001) noted that "the attitudes and motivations of learners play a significant role in their achievement in learning a language," highlighting the connection between motivation and beliefs in language learning. Furthermore, Williams and Burden (1997) stated that "learners' beliefs about language learning can affect their approach to learning and their level of achievement." This implies that the positive beliefs held by these students likely play a significant role in their academic performance and engagement in learning English. In conclusion, the high level of English language learning beliefs noted among the students in Noor Hayati's study can be attributed to their motivation, a supportive learning environment, and strong self-efficacy, all of which are essential factors for successful language acquisition.

To find the level of students' English achievement, the mean score was employed. The mean score is 78.52. According to the interpretation scale, this score is 75-79 which indicated good (B) level. A similar result was found by Kasma Suwanarak (2012) conducted a study examining the mean score levels of English academic achievement among students. The results showed that the students' mean score was at a moderate level, indicating that, although they possessed some proficiency in English, there was still considerable room for improvement. Furthermore, the moderate achievement level emphasizes the need for customized instructional methods to meet the specific needs of students Kasma Suwanarak (2012), This suggests that educators should adjust their teaching strategies to enhance English proficiency among learners. Additionally, Dweck (2006) stated that students with a growth mindset believe their abilities can be developed through dedication and hard work, leading to higher levels of achievement. This emphasizes the need to foster a positive mindset or students can be motivated to learn and engage with their studies, among students to enhance their resilience and success in their academic.

The third research question of this study was to investigate if there was a significant correlation between variable x (students' language learning beliefs) and variable y (English achievement) using the Pearson Product Moment Correlation Coefficient, the results showed that r= 0.004 and p= 0.966. These findings indicate that there is no significant correlation between students' beliefs about language learning and their English achievement. This suggests that students' beliefs about language learning do not have a measurable impact on their English scores, based on the data from this study.

A similar result was found by Khodadady (2009), who found that there was no significant relationship between students' language learning beliefs and their academic performance in English. Khodadady's study indicated that despite the varied beliefs students held regarding their language learning, these beliefs did not significantly correlate with their success in language assessments. This suggests a broader trend in which learners' cognitive and motivational beliefs may not play a decisive role in influencing their actual academic outcomes in language learning contexts.

CONCLUSION

Since the result of the students' language learning beliefs was at a high level, the researcher found that students generally hold strong and positive beliefs about learning English. The findings indicated that students consistently view language learning as valuable, demonstrate a high level of confidence in their ability to succeed in learning English, and regularly engage with English learning activities with considerable dedication and effort each day. However, despite the positive beliefs and the good overall performance in English, the correlation analysis revealed that there was no significant relationship between students' language learning beliefs and their English academic achievement, with (r = 0.004) and (p = 0.966). This suggests that, while

students exhibit a strong belief in their ability to learn English, these beliefs do not measurably influence their actual academic performance in English.

This finding indicates that although students have a good level of achievement, there is still room for improvement in specific areas. The absence of any correlation suggests that students' academic achievement is likely influenced by factors beyond their beliefs about language learning. Therefore, while fostering positive beliefs about language learning may be beneficial, it is essential to focus on other elements that could more directly enhance students' achievement in English.

RECOMMENDATIONS

First, for teachers, since students' language learning beliefs are at a high level and their English achievement is good, teachers are encouraged to continue fostering and supporting these positive beliefs. This can be achieved through various teaching methods that build students' confidence in their ability to learn English, even though the study found no significant correlation between beliefs and academic achievement. Teachers should also implement motivational activities that promote a positive outlook toward English language learning. Engaging teaching strategies that align with students' learning styles can enhance their overall engagement and motivation, which may, in turn, positively affect their academic performance.

Second, for students, active engagement in the English learning process and reflection on their beliefs about language learning are encouraged. Developing a mindset that embraces challenges and values effort can further strengthen their learning experience. Additionally, students should seek feedback from teachers and peers to gain insights into their learning journey, helping them identify areas for improvement and build resilience in their academic pursuits.

Last, for future researchers, those interested in studying the relationship between students' language learning beliefs and academic achievement can explore different contexts or educational levels to gain broader insights. Conducting similar studies in diverse locations may reveal variations in beliefs and achievements across different populations. Additionally, researchers could investigate other factors that may influence students' achievement within the same educational setting, such as teaching styles, peer influence, and parental support. Understanding how these factors interact with students' beliefs could provide a more comprehensive view of the dynamics affecting language learning outcomes.

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