A Study of English Language Learning Beliefs, Strategies, and English Academic Achievement of the ESP Students of STIENAS Samarinda

Noor Hayati
Akademi Bahasa Asing Colorado, Indonesia
yatielyaman@gmail.com

Abstract

This research aimed to investigate; students' English academic achievement, beliefs about English language learning, English language learning strategies, and the relationship of them. Descriptive and correlational design, quantitative methods were applied in this research. The students' final English scores of the first year, BALLI, and SILL were used as the instruments. The samples of this research were sixty six-first year students majoring Management at STIENAS Samarinda. The data of the research were analyzed using descriptive statistic, multivariate correlation, and Pearson Product Moment correlation. The students' beliefs about motivation and expectation were the most beliefs held by the students (M=3,65) followed by the nature of language learning (M=3,35), foreign language aptitude (M=2,97), learning and communication strategy (M=2,86), and the difficulty of language learning (M=2,74) . The most preferred strategy used by the students was metacognitive (M=3,35) followed by memory (M=3,28), cognitive (M=3,28), affective (M=3,24), social (M=3,28), and compensation (M=3,18). There was a positive and weak correlation of beliefs and strategies with students' English academic achievement (R .035). Positive and insignificant correlation was found between English academic achievement and beliefs about English language learning ($r = .145$, $p\ 0.245 > 0.05$) and negative and significant correlation between English language learning strategies and English academic achievement ($r = -.144$, $p\ 0,248 > 0.05$).

Keywords: ESP, achievement, beliefs, learning strategies, Beliefs about Language Learning Inventory (BALLI), Strategies Inventory for Language Learning (SILL).

A. Introduction

Human being is not only an individual person but also a social person who needs to communicate each other. Hence, Language as a tool of communication becomes very important to be acquired and learned. Then, English which is considered as an international language is considered as a significant language in the world especially in the world of language learning and teaching.

Many people want to learn English and increase their communication for either general or specific purposes such as getting better job, going abroad, having foreign friends, etc. Regarding the importance of English and the willingness of many people to learn English, many different ways of learning it then provided by both formal and informal institutions.

In fact, not all students or learners can easily achieve their goals of learning English and follow the language learning process well. Lightbown & Spada (2001) provide intelligence, aptitude, personality, motivation and attitudes, learner preferences, learner beliefs, and age of acquisition as factors affecting second/foreign language learning. Additionally, if the students know the appropriate strategies to work out the answers for themselves, they are endorsed to manage their own learning (Griffiths, 2004).

Moreover, students who learn English for Specific Purposes (ESP) must meet specific need not general English. They need to work closely with their field and have English to support them catching their purposes. Those might require more effort than those who learn general English.

Conducting research on English language learning beliefs, strategies, and English academic achievement is fascinating for the researcher for some considerations related to the researcher's previous research on language learning beliefs, strategies, and English academic achievement, the importance of language learning beliefs and strategies for the success and effectiveness of language learning, and the inconsistent result of researches on beliefs, strategies, and academic achievement.

First reason why the researcher is interested in conducting this research is related to the importance of language learning beliefs and strategies for the success and effectiveness of language learning. In the classroom context, the perception, beliefs, attitudes, and metacognitive knowledge that students bring with them to the learning situation are some of the important contributory factors in the learning process and ultimate success Breen in Bernat & Gvozdenko (2005).

Moreover, language learning strategy has also the important contribution to the language learning (Su & Min-Hsun, 2005). Effective language learners generally use proper learning strategies, and the use of learning strategies help the students' learning result.

The importance of beliefs and strategies in language learning indicates that it is important for the teacher to know what beliefs and strategies of the students in learning language and the correlation of them.

The second, as an English teacher as well as an English student, the researcher found some phenomena related to learners' beliefs and strategies in learning English. For example, such beliefs or strategies may lead the learners to achieve the better achievement or just the opposite, it may make their achievement lower. Then the researcher became anxious to find out about it and conducted the research on beliefs, strategies and English academic achievement to the third year students majoring in English at STAIN Samarinda and the research showed that there was strong enough correlation of them. However, students majoring English must be different from the students who learn English for specific purposes, and it caught the researcher curiosity to find out what beliefs and strategies of ESP students and how those correlate to their English academic achievement.

Another consideration for conducting this research is that some studies have been carried out on the relationship between students' beliefs, strategies, and academic achievement but revealed different result. For example, a study conducted by Sioson (2011) found that beliefs about language learning and language learning strategies were insignificantly predicted the students' academic speaking task. In contrast, Angelianawati (2012) who conducted the research on the eleventh grade students of State Senior High School in Singaraja found that language learning beliefs and strategies were significantly correlated with the students' English academic achievement. The researcher herself, Hayati (2014) has conducted the research on beliefs, strategies, and English academic achievement to the ESP students and she found the positive and strong enough correlation on them.

Furthermore, Institute of National Economy Study (STIENAS) Samarinda is one of some colleges which require English for specific purposes. The department provides at STIENAS is management means that the students learn English for management. As mentioned previously, ESP students might be different from students majoring English so it is important to find out what beliefs and strategies of ESP students and how those correlate to their English academic achievement.

In the light of the above considerations, the present study is an attempt to investigate the ESP students' academic achievement, beliefs and strategies in learning English. Besides, this research is also aimed to verify the relationship between language learning beliefs, strategies and the students' English academic achievement, whether this study will agree with those who found the two variables correlate significantly or insignificantly, positively or negatively.

B. Literature Review
1. Academic Achievement

Carrol (1974) defines achievement as "a measure of the quality and or the quantity of the success one has in the mastery of knowledge, skills, or understanding". In accordance, C. V. Good in Phye (1997) defines achievement

as "knowledge gained or skills developed in the school subjects, usually designated by test scores or by marks assigned by teachers, or by both". Brown (2003) states, "An achievement test is related directly to classroom lesson, units, or even a total curriculum". Another definition is based on Cobuild (2006) which states that achievement is something someone has succeeded in doing, especially after a lot of effort.

In college, a student's achievement in each subject is usually respected by their scores on formative test – commonly given by the lecturers to the students after having studied one or two basic competences-, mid-semester test which usually conducted after three-month studying, and a test that is held at the end of the semester which is called final or semester test. The final achievement of the students in each semester for each subject are usually measured based on their scores in study report namely "Kartu Hasil Study" (KHS). Moreover, final achievement of the students for all subjects in each semester are usually measured based on their Grade Point Average (GPA), and the final achievement of the students in overall subjects in overall semesters respected by their Cumulative Grade Point Average (CGPA). In this research, the researcher took the first year students' scores of English for Management subject taken from the English lecturer of STIENAS as the measurement of the ESP students' achievement.

2. Language Learning Beliefs

Nikitina & Furuoka (2006) state that language-learning beliefs are context-specific so different cultures may cause different opinion about learning a new language. Horwitz as cited in Suwaranak (2012) says that although language-learning beliefs may not always be clear or deliberately though out but language learners hold those beliefs. For further, Abraham and Vann in Liao & Chiang (2004) suggest that learners have their individuals' language learning philosophies, that is, their beliefs about how language operates and how it is learned. Moreover, the study conducted by Saminy and Lee in Saeb & Zamani (2013) found that learners with higher grades had more confidence in their ability to learn foreign languages and were more willing to practice with native speaker.

There are some definitions of beliefs about language learning proposed by the researchers. Horwitz as cited in Angelianawati (2012) defines beliefs about language learning as "assumptions or ideas about various factors in language learning that students hold and bring into language learning". Banya and Cheng as cited in Li (1998) define beliefs about language learning as an individual's opinion about language learning

3. Language Learning Strategies

Learning is one of many ways to understand everything, therefore, during the learning process, one might find that some people can learn every

subject or several subjects very quickly and well. On the other hand, some people have problems in learning, then either the students or the teacher need to solve such problems if they want the learners learn quickly and well.

Generally, learning strategies relate to input such as the processing, storage, and retrieval used to take messages from others. Likewise, Abraham and Vann and Vann and Abraham in Su & Min-Hsun (2005) claim that the difference between successful and less successful learners is the degree of flexibility the learners showed when choosing strategies, and the learners' ability to appropriately apply strategies in their own learning situation.

Various researchers have defined the term Language Learning Strategies (LLS) differently over the years. Rubin in Griffiths (2004) provides a very broad definition of learning strategies as "The techniques or devices which a learner may use to acquire knowledge". Oxford (1990) as cited in Lee (2010) defines learning strategies as the learners' specific actions in making learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations.

In addition, Chamot (2004) describes learning strategies as the thoughts and actions that individuals use to obtain a learning goal. Another definition comes from Lee (2010) who defines learning strategy as learning skills, learning-to learn skills, thinking skills, problem skills. Finally, Suwaranak (2012) concludes that language learning strategies are what learners do to learn language and relate to learners' characteristics, learning styles, and learning achievement.

4. Previous Studies

There have been many researches concerning with the relationship between language learning beliefs, strategies and other variables. Conducting studies as the present one may contribute effectively on the better teaching of language to learners. In this part, the researcher will present some of researches on the correlation of beliefs about language learning and language learning strategies with academic achievement.

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

Another study conducted by Lan (2010) as an attempt to reveal 212 Taiwanese 7th graders' foreign language beliefs about language learning, and to investigate its relationship with the students' English academic achievement. Like the previous research, the researcher administered the Horwitz' BALLI in

assessing the students' beliefs about language learning. Employing Pearson Correlation to exam the relationship between beliefs about language learning and English learning achievement, the researcher found that overall beliefs about language learning was significantly correlated with English learning achievement.

Another researcher, Jhaish (2010) carried out the research to investigate the between the students' language learning strategies and their academic achievement. The Strategy Inventory for Language learning (SILL) was used to identify the language learning strategy of the participants. Qualitative data was obtained through an achievement test, which was designed to find out the students' achievement in reading, structure, synonyms, and writing. The study found that there were statistically significant correlation coefficient between achievement and all strategies except compensation strategies.

Al-Hebaishi (2012) has also conducted the research on language learning strategies and the English academic performance. The study was to identify the relationship of learning strategies to academic performance in the methodology 1 Course of female ESP majors at Taibah University. Administering SILL to the participants and analyzing the correlation of it with the achievement test scores for methodology 1 course using SPSS for windows 18.0 and employing Pearson coefficient analysis, the result revealed a significant positive relationship between participants' use of learning strategies and their academic performance.

Another researcher, Sioson (2011) who aims to determine which among the subscales of language learning strategies and beliefs about language learning was the strongest predictor of performance in an academic speaking context, and if there was significant relationships of the variables to the students' academic speaking. The language background questionnaire, SILL and BALLI questionnaires were administered to the 300 first year college students in Philippine. Using mean, standard deviation, Pearson r correlation and hierarchical multiple regression, the study showed that in general, language learning beliefs and strategies were insignificantly correlated academic speaking task. For language learning beliefs, only the motivation and expectation subscale which had a significant correlation to the oral performance of the participants, but yielded a negative relationship.

Angelianawati (2012) has also conducted the research to understand the contribution of beliefs about language learning and language learning strategies on students' English achievement. The research was done toward the eleventh grade students of state senior high school in Singaraja semester 1, in the academic year 2011/2012. Through BALLI, SILL, and English achievement from documentations, namely from students' school report book which analyzed using Pearson Product Moment correlation, it was found that beliefs about language learning and language learning strategies was significantly correlated to English achievement of 160 eleventh grade students.

Moreover, the up-to-date research of beliefs, strategies, and English academic achievement conducted by Hayati (2014). The aim of the study was

to investigate the relationship of undergraduate students' beliefs about language learning, strategies and their academic achievement. In this study, fifty students took part in completing Beliefs about Language Learning Inventory (BALLI) and Strategy Inventory of Language Learning (SILL). Having run the correlation test and multiple regressions by utilizing SPSS 16, the results revealed that the students' beliefs and strategies were correlated with the students' academic achievement.

The above researches show different result about the correlation of language learning beliefs, strategies and academic achievement as the findings of (Khodadady, 2009; Lan, 2010; Sioson, 2011) indicated the insignificant correlation but Jhaish (2010) and Angelianawati (2012) found the significant negative correlation, and Hayati (2014) found a strong enough correlation. It indicates that there is no guarantee that the two variables are correlated significantly or insignificantly, positively or negatively to the participants' academic achievement, so the future research(s) is still needed to be conducted in order to know the correlation of the variables.

Similar to Jhaish (2010) this research conducted to the first year students majoring English, and like the previous researches Hayati (2014), the current research conducted the study on beliefs about language learning, language learning strategies, and English academic achievement using BALLI and SILL as the instruments. Unlike the six previous researches, the current research investigated the correlation of overall as well as each category of beliefs about language learning and language learning strategies with English academic achievement, moreover, the current research conducted the study on ESP students in higher education to get more information about beliefs, strategies and English academic achievement.

C. Research Methodology

Conceptually, Mackey & Gass (2005) divide quantitative research into two types: associational or correlation and experimental. Commonly, in both types, researchers are attempting to determine a relationship between or within variables. Usually by testing statistically through correlation, the associational research is an attempt to determine whether a relationship exists between variables and, if so, how strength or closely the variables are related in a given population.

Unlike associational research which is not concerned with causation, in experimental studies, researchers deliberately manipulate one or more variables (independent variables) to determine the effect on another variable (dependent variable). This manipulation is usually described as a treatment and the researcher's goal is to determine whether there is a causal relationship. Thus, besides conducting descriptive research, the suitable design for the current research is also correlation design to investigate the correlation of two independent variables (X) with dependent variables (Y).

The study took the first year students (second semester) of management department of STIENAS Samarinda in the academic year 2014/2015 as the target population of the research. The main reason in taking the first year students as the target population is because English is only provided in the second semester of the first year study.

The total number of the first year students is 88 students spread in two classes. Dornyei (2003) asserts that in correlation research, it is generally desirable to have a minimum of 50 participants. On the day of the questionnaires administration, 22 students were , so the researcher took 66 students as the sample of this research whose English final scores of the second semester of the first year were collected and to which the beliefs and strategies questionnaires were administered.

For trying out the instruments, the researcher took 15 students as participants who were in the first year in the department of business management in LP3I as the sample of the try out. The reasons of taking the first year students of Business Management of LP3I for the pilot study were because it had the similar characteristic to the sample of the research. They learned English for specific purposes that was Business Management and the sample was Management department. They were at the same level of study; second semester of the first year college. The institutions were also in the same city, Samarinda. Therefore, the researcher assumed that the questionnaires could be tried out to the chosen sample.

Beliefs About Language Learning Inventory (BALLI) was used to measure the students' beliefs about language learning, Strategy Inventory of Language Learning (SILL) was used to determine the students' language learning strategies while their English academic achievement measured by their final English scores.

Three main data used in this research, students' English academic achievement, beliefs about language learning, and students' language learning strategy. The first data was the students' English second semester scores, the second data determined using Beliefs About Language Learning Inventory (BALLI), and the last, using Strategy Inventory for Language Learning (SILL).

There were three data which were collected in this research: The second semester scores of the students, the result of Beliefs About Language Learning Inventory (BALLI), the result of Strategy Inventory for Language Learning (SILL). Before administering the questionnaires to the sample, the researcher tried out them to the try out participants.

In this research, there are three quantitative data analyzed. The quantitative data were the students' English fifth semester scores taken from their (KHS), BALLI and SILL scores.

D. Findings

In this section, the researcher presents three points, findings, data analysis, and interpretation of the students' responses on BALLI and SILL. The descriptive statistic of BALLI and SILL were presented first and followed by the correlation of both independent variables to the English academic achievement.

1. Descriptive Statistic of BALLI, and SILL

Before conducting any further analysis, the average score of BALLI and SILL were previously calculated. Students' responses to each of the positively-worded questionnaires items were valued 1-5. On the contrary, for the statements that are negatively worded, they were reversely scored. The scores of BALLI and SILL were obtained by calculating the students' responses.

a. Beliefs about Language Learning Inventory (BALLI)

The participants' responses to the Beliefs About Language Learning Inventory (BALLI) consisted of five factors including belief of foreign language aptitude, belief of the difficulty of language learning, belief of nature of language learning, belief of learning and communication strategies, and belief of motivation and expectation. The diagram below shows the descriptive statistics of BALLI:

*Diagram 1. Students' Beliefs about English Language Learning*
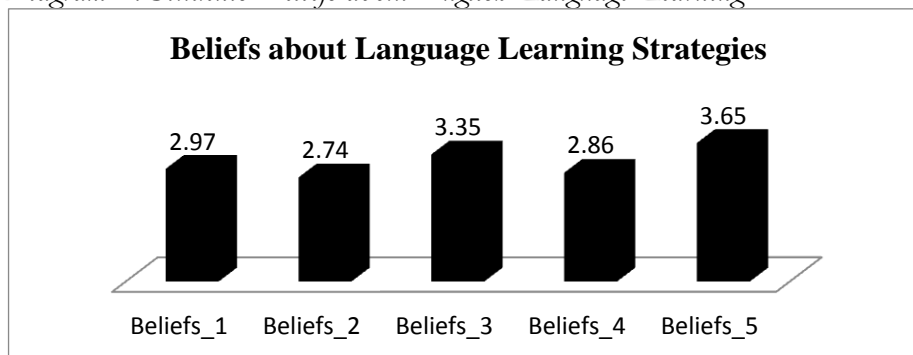
The mean scores the students perceived for overall BALLI was 3.02 While the mean score of belief 1 (Language Learning Aptitude) was 2.97, belief 2 (The Difficulty of Language Learning) was 2.74, belief 3 (The nature of Language Learning) was 3.35 belief 4 (Learning and Communication Strategy) was 2.86, and belief 5 (Motivation and Expectation) was 3.65. It can be concluded that the highest one among the five factors of beliefs about language learning that the students held was motivation and expectation followed by the nature of language learning, language learning aptitude, learning and communication strategy, and the difficulty of language learning.

b.   Strategy Inventory for Language Learning (SILL)
         In order to find out which learning strategies that the first year students majoring Management of STIENAS Samarinda preferred to use, descriptive statistics of the two major categories (direct, indirect) were first calculated.

Diagram 2. Two Major Categories of Learning Strategies
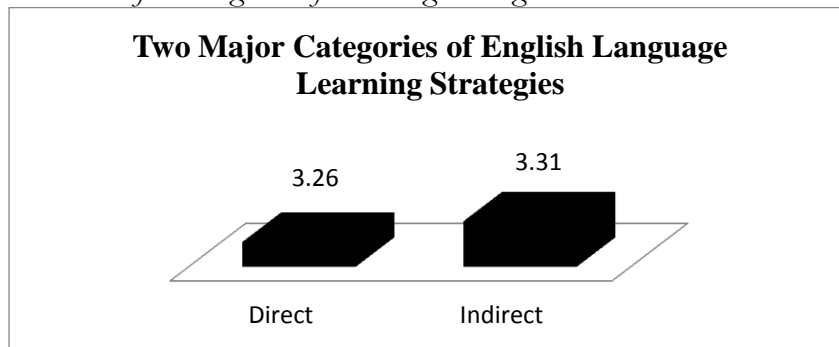
         The mean scores the students perceived for overall SILL was 3.28 while the mean score of direct strategies was 3.26, and indirect strategies was 3.31. It indicated that the participants used indirect strategies more than direct strategies.
         Concerning the most frequently employed strategies among the six categories, the result shows in the diagram below:

Diagram 4.3. English Language Learning Strategies
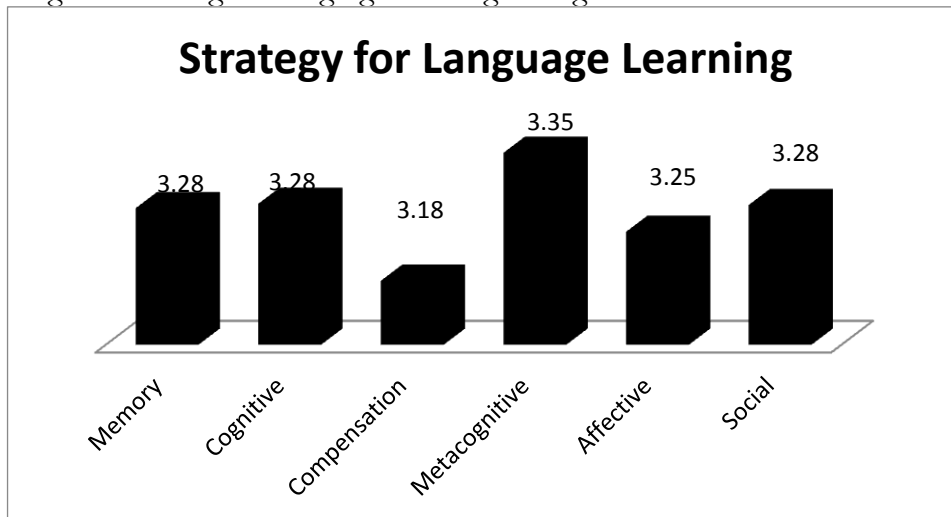
         As shown above, the most preferred strategy was Metacognitive Strategy with mean score of 3.35. Memory, Cognitive, and Social strategy ranked second with mean 3.28 followed by Affective (mean = 3.25) and the participants reported using compensation strategy as the least (mean = 3.18).

2. The Correlation of Beliefs about Language Learning, Language Learning Strategy, and English Academic Achievement

The average score of BALLI and SILL (See appendix 8 and 10) was correlated with English scores (See appendix 5). To investigate the correlation of the two independent variables with dependent variable, the researcher used multiple correlation analysis and the result is shown below:

Table 1. The correlation of BALLI and SILL scores with English scores

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.186[a]	.035	.004	8.189

a. Predictors: (Constant), SILL, BALLI
b. Dependent Variable: English Scores

From the table of "Model Summary", the "R" table showed that coefficient correlation (R) was .186. It indicated that the correlation of beliefs about language learning and language learning strategies with English academic achievement was 18.6 %. In other words, the correlation of beliefs about English language learning and English language learning strategies with students' English academic achievement was weak because R score (.186) far from 1. The students who believed more positively about English language learning and used more strategies was not strongly correlate to their English scores. Although the correlation of them was not strong, the alternative hypothesis (Ha) which states that there is correlation of beliefs about language learning and language learning strategies with English academic achievement was accepted.

Moreover, the researcher bases her interpretation about the relationship between the two variables on a correlation coefficient proposed by (Dornyei, 2007); positive coefficient (+1) indicates that the two variables have strong relationship, 0 coefficient means no relationship between those variables, and negative coefficient (-1)reflects inverse relationship.

Using Pearson Product Moment correlation the researcher found possible correlation between beliefs about language learning and English academic achievement. The table below describes the extent of the relationship between the variables:

Table 2. The relationship between BALLI scores and English fifth semester scores.

Correlations

		BALLI	English_Scores
BALLI	Pearson Correlation	1	.145
	Sig. (2-tailed)		.245
	N	66	66

English_Scores	Pearson Correlation	.145	1
	Sig. (2-tailed)	.245	
	N	66	66

As shown in the table, beliefs about language learning had positive (r = .145) and insignificant correlation with the students' English academic achievement (p = .245 > .05). The insignificant positive correlation meant that the more positive the students felt about the language learning, insignificantly made the students achieved the higher English academic achievement. On the contrary, the less positive beliefs the students held, the lower their English scores would be.

Table 3. The relationship between the five English language learning categories and the English academic achievement.

Correlations

		Beliefs_1	Beliefs_2	Beliefs_3	Beliefs_4	Beliefs_5	English_Scores
Beliefs_1	Pearson Correlation	1	.031	.119	.146	.082	.158
	Sig. (2-tailed)		.805	.341	.243	.511	.204
	N	66	66	66	66	66	66
Beliefs_2	Pearson Correlation	.031	1	.263*	.236	.052	-.071
	Sig. (2-tailed)	.805		.033	.056	.680	.571
	N	66	66	66	66	66	66
Beliefs_3	Pearson Correlation	.119	.263*	1	.151	.266*	.135
	Sig. (2-tailed)	.341	.033		.226	.031	.279
	N	66	66	66	66	66	66
Beliefs_4	Pearson Correlation	.146	.236	.151	1	.373**	.026
	Sig. (2-tailed)	.243	.056	.226		.002	.835
	N	66	66	66	66	66	66
Beliefs_5	Pearson Correlation	.082	.052	.266*	.373**	1	.248*
	Sig. (2-tailed)	.511	.680	.031	.002		.045
	N	66	66	66	66	66	66
En	Pearson Correlation	.158	-.071	.135	.026	.248*	1

Sig. (2-tailed)	.204	.571	.279	.835	.045	
N	66	66	66	66	66	66

As previously described in chapter 3, BALLI consists of five subscales; Belief 1(foreign language aptitude), belief 2 (the difficulty of language learning, learning), belief 3 (the nature of language learning), belief 4 (learning and communication strategies), and belief 5 (motivation and expectation). To investigate the relationship between those variables with students' English academic achievement, the Pearson Product Moment Correlation was also used.

The result can be seen from the table, among the five BALLI categories, belief 5 ($r = .248$, $p = .045 < .05$) was the only belief that had significant correlation with English academic achievement, while belief 1 (foreign language aptitude) with $r = .158$, $p = .204 > .05$, belief 3 (the nature of language learning) with $r = .135$, $p = .279 > .05$, belief 4 (learning and communication strategy) with $r = .248$, $p = ,835 > .05$ correlated positively yet insignificantly to the English academic achievement. Moreover, belief 2 (the difficulty of language learning) was the only belief that had insignificant and negative correlation with English academic achievement with $r = -.071$ and $p = .571 > .05$.

Table 4. The relationship between SILL scores and English fifth semester scores

Correlations

		SILL	English_Scores
SILL	Pearson Correlation	1	-.144
	Sig. (2-tailed)		.248
	N	66	66
English_Scores	Pearson Correlation	-.144	1
	Sig. (2-tailed)	.248	
	N	66	66

In general, the result revealed that learning strategies insignificantly and negatively correlated with English scores ($r = -.144$ $p = .248 > .05$). Learning strategies did not facilitate learning and absorbing the English subjects. It demonstrated that the students who used more and appropriate strategies might not have better English academic achievement. In other words, the strategy was not the influential factors which correlated with the students English academic achievement.

Concerning the relationship between the six learning strategies subcategories and English academic achievement, the Pearson Correlation was also employed.

Table 5. The correlation of six learning strategies categories and English academic achievement

Correlations								
		Memory	Cognitive	Compensation	Metacognitive	Affective	Social	English Scores
Memory	Pearson Correlation	1	.287*	.039	.013	-.022	.399**	-.179
	Sig. (2-tailed)		.019	.758	.920	.860	.001	.151
	N	66	66	66	66	66	66	66
Cognitive	Pearson Correlation	.287*	1	.258*	.408**	.160	.820**	-.014
	Sig. (2-tailed)	.019		.036	.001	.199	.000	.908
	N	66	66	66	66	66	66	66
Compensation	Pearson Correlation	.039	.258*	1	.196	.053	.447**	-.043
	Sig. (2-tailed)	.758	.036		.116	.675	.000	.731
	N	66	66	66	66	66	66	66
Metacognitive	Pearson Correlation	.013	.408**	.196	1	.040	.619**	-.247*
	Sig. (2-tailed)	.920	.001	.116		.749	.000	.046
	N	66	66	66	66	66	66	66
Affective	Pearson Correlation	-.022	.160	.053	.040	1	.403**	-.006
	Sig. (2-tailed)	.860	.199	.675	.749		.001	.961
	N	66	66	66	66	66	66	66
Social	Pearson Correlation	.399**	.820**	.447**	.619**	.403**	1	-.144

	Sig. (2-tailed)	.001	.000	.000	.000	.001		.248
	N	66	66	66	66	66	66	66
Eng. Scores	Pearson Correlation	-.179	-.014	-.043	-.247*	-.006	-.144	1
	Sig. (2-tailed)	.151	.908	.731	.046	.961	.248	
	N	66	66	66	66	66	66	66

As shown above, memory (r = -.179), cognitive (r = -.014), compensation (r = -.043), metacognitive (r = -.247), affective (r = -.006), and social strategy (r = -.144), it can be concluded that all strategies classified on the Strategy Inventory for Language Learning had negative correlation with the English academic achievement. However, only metacognitive strategy correlated significantly to English academic achievement with p = .046 < .05. While other strategies; memory (p = .151 > 0.05), cognitive (p = .908 > 0.05), compensation (p = 731 > 0.05), affective (p = 961 > 0.05), and social strategy (p = .248 > 0.05) were correlated insignificantly to the English academic achievement.

E. Discussion

In this chapter, the researcher presents the discussion by elaborating the result of students' responses on BALLI, and SILL. The discussion is divided into three major sections: 1) Students' beliefs about English language learning, 2) Students' language learning strategies, 3) The correlation of beliefs about English language learning, English language learning strategies, and English academic achievement.

1. Students' Beliefs about English Language Learning

Similar to some researchers (such as; Yang, 1999; Bernat, Carter, & Hall, 2009; Lan, 2010; Sioson, 2011; Saeb & Zamani, 2013; Hayati, 2014) who have identified the beliefs that the students held about English language learning, this current research was also conducted to determine the students' beliefs about English language learning. Obtaining the students' beliefs was aimed to answer the first research question "What beliefs do the first year students majoring Management of STIENAS Samarinda hold about English language learning?" As mentioned previously, the number of participants was 66 first year students studying English as a Specific Purposes at STIENAS Samarinda. The data were obtained through the students' responses in the Beliefs about Language Learning Inventory (BALLI).

The previous chapter showed that the strongest beliefs held by the students were motivation and expectation. Most of the students were motivated

to learn to speak English very well in order to have better job opportunities. The results corroborated other studies (e.g. Yang, 1999; Lan, 2010; and Saeb & Zamani, 2013) which provided possible reasons for such references. For instance, Lan (2010) states "Students' belief in motivation and expectation were strengthened if the environment stressed the importance of English". In this study, the students were motivated to learn English especially speaking well because their environment stressed the importance of English as most job vacancies required good English for the employes.

Additionally, the nature of language learning was the second belief held by the students. Some students agreed that learning new words were the most important part in English learning and English speaking country was the best place for learning English.

The third belief held by the students was foreign language aptitude. Students generally had belief that children are easier to learn English than adults. For further, the students believed that it was intelligence if people could speak more than one language, this result might motivate them and led them to expect of being able to speak another language besides Bahasa, in this case to speak English.

Learning and communication strategy was the fourth belief held by the students. The students agreed that it is important to repeat and practice English a lot using cassettes, tapes, CD rooms, Lightbown & Spada (1998) include this characteristic as one of twelve characteristics of good language learners, likewise, Rubin and Thompson in Brown (2007) report that good language learners will use or make their own opportunities to practice English. However, some of the students agreed that English learner should speak English with an excellent pronunciation and it might be the reasons why some of them responded that sometimes they felt shy speaking English with other people.

Moreover, finding revealed that belief about the difficulty of language learning was the least favored among ESP students. Concerning on this belief, the students agreed that English was difficult in which they thought that they might not be able to speak English if they spent only one hour a day learning it. This finding corroborated with the finding of Sioson (2011) who also found that the students' beliefs about difficulty of language learning as the least beliefs held by the students. The reasons why this belief became the least might be because they did not learn English intensively as English was only on the first year of their college life.

In brief, the current research provided description of beliefs about English language learning of Management students of STIENAS Samarinda. The overall results of the current study did not agree with the results of some previous studies such as Yang (1999) and Sioson (2011) whose most participants were university freshman. Chang & Shen (2006), Lan (2010), Saeb & Zamani (2013) who conducted the similar research to the junior high school students, Bernat, Carter, and Hall who investigated the ESL students, and Hayati (2014) whose participants were the third year students majoring English department.

The reasons might be related to the different context, different level of English learning, and different English learning experience.

The current study suggested that different context, different level, and different learning experiences of English were factors which influenced the students' beliefs about language learning. The participants of the current study were ESP students unlike the participants of Hayati (2014) who learned general English in English department. Also, the participants were in a lower level than the previous ones as they were the first year college students majoring Management who basically had no many experiences in learning English. Those experiences then influenced their thinking and understanding about what or how English was, why, when, and where it should be learned. In this regard, teacher and parents as the influential people in English learning process will play the important roles in establishing the valuable, creative, and interesting English learning experiences that will drive the students to hold or keep on the positive beliefs in order to improve their English achievement. It was in accordance with Horwitz in Boakye (2007) who proves that the beliefs the students have affect how they go about doing it.

2. Students' English Language Learning Strategies

The current study was also set out to investigate the type of English language learning strategies employed by the first year college students majoring Management in STIENAS Samarinda. From the findings, it can be observed that indirect strategy which helps learners regulate their learning process i.e. social, metacognitive, and affective strategies were in the upper range of preferred strategies of the participants. While direct strategy that helps students to understand, use, and produce language i.e. compensation, cognitive and memory strategies were the least preferred strategies.

The result was inconsistent with Su & Min-Hsun (2005) and Hayati (2014) which shows that social strategy was the least preferred strategy, the current study found compensation strategy as the least preferred strategy used by the students. The example of compensation strategy is like using gestures if they cannot think of a word during an English conversation, making up new words if they do not know the right ones in English, and using the synonym of words or phrases.

The second most preferred strategy was metacognitive strategy, most students liked to notice their English mistakes and make it work for them, not against them, they tried to find out how to be a better learners of English, additionally, most of the students responded that they had clear goals for improving their English skills. The preference for metacognitive strategy might be attributed to the age and educational level of the respondents. Lightbown & Spada (1998) claim that adult learners (as in the current study) make use of planning strategies and adjustment as they would do in learning other skills and that older learners are more efficient than the younger ones.

The second most preferred strategy was memory strategy which involves creating association between new material and what they already knew, connecting the sound and image of the word, and using new words in sentences. This kind of strategies were preferred by the students might be explained by the level of the participants. As according to Oxford (2001), memory strategy is usually attributed to the strategies of learning used at the beginning stage of language learning. The participants of the current research were adult learners but in learning English for management, they were considered as the beginner as they started learning English for management in their first college life

The last two preferred strategies used by the participants were cognitive and social strategies. Cognitive strategy includes practicing the sound of English, trying to talk like native speaker, and watching English language TV shows or going to movies spoken in English. Finally, consistent with Al-Hebaishi (2012) who conducted the similar research to the Taibah University students, Social strategy is the strategy which includes asking other people to slow down or repeat if the message could not be understood, and if possible, they would ask English speakers to help or correct their speaking.

Overall, similar to some researchers (such as: Yang, 1999; Su & Min-Hsun, 2005; Hong-Nam & Leavell, 2006; Ghavamnia, Kassaian, & Dabaghi, 2011; Sioson, 2011; Al-Hebaishi, 2012). The current study also indentified the students' language learning strategies. The preference of strategies used by the students might be highly related to the participants' course level. Griffiths (2004) discovers that the students who were not in elementary level use learning strategies more frequently especially related to the interaction with others, utilization of available resource, and management of feelings and learning.

The participants in the current research used compensation strategies as the least which corroborated the study conducted by Hayati (2014) and Al-Hebaishi (2012) whose participants were also college students, and compensation strategies were the least preferred strategies as well.

3. The Correlation of Beliefs about English Language Learning, English Language Learning Strategies, and English Academic Achievement

With respect to the last research question, the current research aimed at finding the relationship of beliefs about English language learning and English language learning strategies to the English academic achievement. It was found that the two independent variables; beliefs about English language learning and language learning strategies had weak yet positive correlation with students' English academic achievement (See Table 1.). These two variables did not really facilitate the students' English academic achievement. The more the students had positive beliefs about English language learning and the more they used English language learning strategies, their English academic achievement would not really get higher.

Dealing with students' beliefs about English language learning, the result of the current study revealed an insignificant but positive correlation between the global scores of Beliefs About Language Learning Inventory (BALLI) and the students' English second semester (See table 2). This result was inconsistent with Angelianawati (2012) and Hayati (2014) who found that beliefs about language learning in general had significant correlation with English academic achievement. Horwitz in Boakye (2007) says that the beliefs students have about language learning can affect how the students go about learning it. Boakye (2007) emphasizes that learners' beliefs have an important role in students' experience and their success or failure as language learners also supports their beliefs. Considering success in language learning, Stevick as cited in Rubio (2007) argues that besides paying much attention to material, teacher also should pay more attention to psychological factors of the learners in the classroom.

More specifically, the current research also explored the correlation between beliefs about language learning score on the five subscales of BALLI (foreign language aptitude, the difficulty of language learning, the nature of language learning, learning and communication strategies, and motivation and expectation) and English academic achievement. The five beliefs about English language learning ranging from the highest to the lowest motivation and expectation: $p = 0.045 < 0.05$, foreign language aptitude: $p = 0.204 > 0.05$, the nature of language learning: $p = 0.279 > 0.05$, the difficulty of language learning: $p = 0.571 > 0.05$, and learning and communication strategy: $p = 0.835 > 0.05$). It was concluded that only one of those beliefs which correlate significantly (motivation and expectation) while the rest beliefs correlated insignificantly. For further, one out of five categories of beliefs had negative correlation with the students' English academic achievement (See table 3)

The highest significant and positive correlation was between motivation and expectation beliefs and English academic achievement. In other words, students with stronger belief in motivation and expectation tended to significantly perform better in English. The result was consistent with Lan (2010), the possible reasons for such strong and significant relationship might be because the students with strong belief of motivation and expectation usually inspired themselves to learn English, they might have the expectation to have English speaking friends, or to have opportunities of getting job eventually. Gardner in Lan (2010) emphasizes that motivation encouraged greater overall effort, and resulted in greater success in terms of language achievement.

The result of the current study also revealed that belief of foreign language aptitude correlated insignificantly and positively with English academic achievement. Foreign language aptitude is defined as the beliefs that some people might have special ability to learn foreign language. It indicated that by believing that some people appeared to endow with abilities to succeed in learning English, although insignificantly, students might study harder or practice English as often as possible to achieve higher English achievement. The

indication was also in accordance with the characteristic of good language learner stated by Rubin & Thompson cited in Brown (2007) that good language learners are those who want to learn certain production strategies to fill in the gaps in their own opportunities. These might be the reasons why the participants who held beliefs about English language learning aptitude could get good and excellent English achievement. However, since the correlation was insignificant with the English academic achievement, the teacher should convince the students that those who rely on studying and thus meet educational requirements are more successful than those who depend on their linguistic inheritance and intelligence.

The nature of language learning which concerns with the nature of the process of language learning had positive yet insignificant correlation with English academic achievement. Students who agreed that English speaking country was the best place for learning English and learning English was different from learning other academic subjects might achieve higher English scores than those who disagreed. In terms of the nature of language learning,

In terms of beliefs about learning and communication strategy correlated insignificantly and negatively to the English academic achievement was the difficulty of language learning. Participants who were able to discern various levels of difficulty in learning English might not pay more attention to the difficulty and be able to overcome it then they would not achieve better in learning English. The finding was supported by Mori (1999) who found learners who perceived the target language that they were learning as a difficult language tended to do worse than those who believed that they were dealing with an easy task. Horwitz in Lan (2010) states that students judgments of the difficulty of language learning played a crucial part in the development of their expectation for and commitment to the learning task.

Finally, belief of learning and communication strategies, the result showed insignificant and positive relationship with English academic achievement. As explained in the second chapter, communication strategy links with mechanism for the productive communication of information verbally or non-verbally (Brown, 2007). Similarly but not significantly, the current study found that the more the students' belief about learning and communication strategies such as believing that they can guess the meaning of unknown words from the context and practice English with cassettes, tapes or CD rooms, the higher they English achievement would be.

Concerning with the English language learning strategies, the finding showed that the scores of Strategy Inventory for Language Learning correlates insignificantly and negatively with the students English second semester scores (See table 4). Generally, the finding was in line with Sioson (2011) where agreed that learning strategies did not help facilitate learning and absorbing the English subjects.

Dealing with each category of language learning strategy, metacognitive strategy had the only significant and negative correlation with English academic achievement. However, memory, social, compensation, and cognitive strategies were found to be insignificantly correlated with the students' English academic achievement. (See table 5).

Metacognitive strategy that used by the students to manage their own language was related to the English academic achievement negatively and significantly ($r = -.247$, $p = 0.04 < 0.05$) in this current study. The significant and negative correlation of metacognitive strategy and English academic achievement in this study was in contrast with O'Malley et al in Griffiths (2004) who discovered that higher-level students reported greater use of metacognitive strategy.

Memory strategy which helps learners to link one language or concept with another such as creating mental linkages, applying images and sounds, reviewing well, and employing action were the fifth strongest strategies that related to the English academic achievement, however, such kind of the strategies was the strategy found to be insignificantly correlated with English academic achievement. The probable reasons for the insignificant correlation is that memory strategy is often used in initial stages of language learning, but that learners need such strategy much less when their vocabulary and structures has become larger (Oxford, 2003).

Next, dealing with social strategy, the researcher found that it was related negatively yet insignificantly to English academic achievement. Social strategy refers to action learners take to help them work with others and understand the target language culture as well as the language itself. The reasons of the difference results might be related to the study to the African students while the current study conducted to Indonesian ESP students as Politzer & McGoarty (1985) discovered that nationality might influence the use of language learning strategies.

The next language learning strategy which correlated insignificantly and negatively with the students' English academic achievement was compensation strategies. It can be concluded that by using compensation strategy including guessing intelligently using linguistic or other clues, and overcoming limitations in speaking and writing such as switching to the mother tongue, getting help, using mime or gesture, and so on, the students' English academic achievement will be lower then.

Cognitive strategy enables students to manipulate the language material in direct ways and help learners think about and understand the target language was the kind of strategies which had insignificant and negative relationship with success in learning language ($r = -.014$, $p = 0.908 > 0.05$). The finding was inconsistent with the findings of Ehrman and Oxford in Griffiths (2004), it showed that the less the students used cognitive strategy such as practicing the

sounds of English, trying to talk like native speakers, and writing new English words, the higher they would get their English achievement.

The weakest relationship obtained in the current study was between affective strategies and English academic achievement. Affective strategy such as talking and writing about feelings, rewarding oneself for good performance, and anxiety level have been shown to be negatively and insignificantly related to English academic achievement. It was in line with, Mullins in Oxford (2003) who conducted the research to the ESP learners in Thailand found that affective strategies showed a negative link with some measure of students' outcomes. One reason might be that as some students progress toward learning outcomes, they no longer need affective strategies as much as before. In brief, the current study agreed with Sioson (2011) that using language learning strategies would not have valuable influence on language achievement.

F. Conclusion and Suggestion

The final chapter presents two important points of this research. First is the conclusion that covers the summary of overall findings and the second is suggestions for the readers, particularly those who are the teachers of English and parents whose children are in the process of English language learning, furthermore, the point of suggestions also provides suggestions for future researcher(s) who are interested to conduct the similar fields of study.

1. Conclusion

The results of the current research clearly indicated the existence of beliefs about English language learning and English language learning strategy in the first year college students majoring Management in STIENAS Samarinda in the academic year 2014-2015.

The beliefs about motivation and expectation were the top beliefs held by the students followed by the nature of language learning, foreign language aptitude, learning and comunication strategies and the least was belief about the difficulty of language learning. The most favored strategy was metacognitive strategy followed by memory, cognitive, affective, social and compensation strategy was the least favored strategy among the students.

There was a weak and positive correlation of beliefs about English language learning, English language learning strategies, and English academic achievement (R = .035). The positive and insignificant relationship found between English academic achievement and students' beliefs about English language learning (r = 145, p = .0,245 > 0.05). The negative and insignificant relationship was found between English academic achievement and English language learning strategies (r = -.144, p = .248 > 0.05).

2. Suggestion

By having understanding that the students had their own beliefs about language learning and used their own strategies in learning language and those had positive but weak correlation with the students English academic achievement, it is expected that the result of this research can give some contributions, particularly for educational setting.

In learning english for specific purposes, the teachers who play significant role at school and parents with their crucial role at home need to provide supportive atmosphere to better encourage learners to think positively and help them in approaching and finding solution for their internal problems related to the negative beliefs in learning foreign language i.e. English in Indonesia. Moreover, encouraging the language learners to employ the appropriate, effective, and different types of language learning strategies by introducing and employing various language learning strategies might also be helpful for them to attain their goals of improving their English and used it to get their specific purposes.

Furthermore, this present study primarily comprised of participants of the first year Management department students (STIENAS Samarinda) with the 66 samples. Thus, the result of this current research can only be generalized to the group, not all students who learn English for specific purposes, so the future researcher(s) might need to get more amounts of samples in order to find more significant findings.

In order to enhance the information and get deeper insight and understanding of the beliefs about language learning and language learning strategies, it is better for the future researcher(s) to do the interview as well as get the teachers as the interviewee of the research.

The study also recommends future researcher(s) to explore factors affecting beliefs about language learning and language learning strategies like age, gender, educational level, etc. to give more and deeper knowledge about beliefs and strategies in the area of language learning. Additionally, students' beliefs about language learning and language learning strategies may not be the only factors which relate to the students English academic achievement, other variables might play a role in it, hence, elaborating English academic achievement, beliefs, strategies, and other factors may hopefully make the research more valuable.

BIBIOGRAPHY

Altan, M. X. (2006). *Beliefs about Language Learning of Foreign Language-Major University Students.* Australian Journal of Teacher Education. Vol. 31 : Issue. 2, Article 5. Retrieved on Desember, 2013 from

http://ro.ecu.edu.au/ajte/vol31/iss2/5

Al-Hebaishi, S. M. (2012). Investigating The Relationship Between learning Styles, Strategies, and The Academic performance of Saudi English Majors. *International Interdisciplinary Journal of Education*, *1*(8).

Angelianawati, L. (2012). *The Contribution of Students' Beliefs about Language Learning, Learning Styles, and Language Learning Strategies Toward The English Achievement of The Eleventh Grade Students of StateSenior High Schools in Singaraja*. Ghanesha University of education Singaraja.

Bernat, E., Carter, N., & Hall, D. (2009). Beliefs about Language Learning: Exploring Links to personality Traits. *TESOL, 4*, 115–148.

Bernat, E. & Lloyd, M. (2007). *Exploring the Gender Effect on ESP Learners' Beliefs about Language Learning*. Australian Journal of Educational and Development Psychology 7, pp. 79-91

Bernat, E., & Gvozdenko, I. (2005). Beliefs about Language Learning : Current Knowledge, Pedagogical Implication, and new Research Direction. *TESL-EJ, 9*(1). Retrieved from http://tesl-ej.org?ej33?al.html

Boakye, N. (2007). Investigating Students' Beliefs about Language Learning. *A Journal for Language Learning*. Retrieved from http://dx.doi.org/10.5785/23-2-52

Borg, W.R. & Gall, M. D. (1983). *Educational Research; an Introduction (4th ed)*. New York and London: Longman Inc.

Brown, H. D. (2003). *Language Assessment; Principles and Classroom Practices*. San Francisco, California: Longman.

Brown, H. D. (2007). *Principles of Language Learning and Teaching* (5th ed.). New York: Pearson Education, Inc.

Büyükyazi, M. (2006). *The Beliefs of University Foreign Language Students and Their Teachers about Language Learning*. Sosyal Bilimler 8/1. pp.169-182

Carrol, L. (1974). *Alice in Wonderland & Through the Looking Glass*. New York: Grosse & Dunlop, Inc.

Chamot, A. U. (2004). Issues in Language Learning Strategy Research and Teaching. *Electronic Journal of Foreign Language Teaching, 1*(1), 14–26.

Cobuild, C. (2006). *Collins Cobuild Advanced learner's English dictionary*. Harper Collins Publisher.

Dornyei, Z. (2003). *Questionnaires in Second Language Research; Construction, Administretion, and Processing*. New Jersey: Lawrence Erlbaurm Associates, Inc.

Dornyei, Z. (2007). *Research Methods in Aplied Linguistics*. Oxford: Oxford University Press.

Dudley-Evans, T., & St. John, M.J. (1998). *Developments in English for Specific Purposes: A Multi-Disciplinary Approach*. Camridge: Cambridge University Press

Dulai, H., Burt. & Krashen, S. (1982). *Language Two*. New York: Oxford University Press

Frankel, J.R. & Norman, E.W. (2006). *How to Design and Evaluate Research in Education.* New York: McGraw-Hill

Fujiwara, T. (2012). *Beliefs about Language Learning of Thai Students Learning Chinese and Japanese: Relationship with Past Learning Experiences and Target Language Variations.* Electronic Journal of Foreign Language Teaching vol. 9, no. 2, pp. 170-182. Centre for Language Studies National University of Singapore. Retrieved on November, 2013 from http://e-flt.nus.edu.sg/

Ghavamnia, M., Kassaian, Z., & Dabaghi, A. (2011). The Relationship Between Language Learning Strategies, Language Learning Beliefs, Motivation, and proficiency: A Study of ESP Learners in Iran. *Journal of Language Teaching and Research*, *2*(5), 1156–1161.

Griffiths, C. (2004). *Language Learning Strategies: Theory and Research.* Auckland: School of Foundations Studies AIS St Helens, Auckland.

Harmer, J. (2001). *How to Teach English.* Edinburgh Gate: Longman

Hayati, N. (2014). *A Study of English Language Learning Beliefs, Strategies, and English Academic Achievement of the Third Year Students of STAIN Samarinda.* Mulawarman University Samarinda.

Him Tam, K. C. (2013). *A Study on Language Learning Strategies (LLSs) of University Students n Hong Kong. Taiwan Journal of Linguistics* Vol. 11.2, 1-42.

Hong-Nam, K., & Leavell, A. G. (2006). Language learning Strategy Use of ESL Students in an Intensive English Learning Context. *System*, *34*, 399–415.

Ireson, J. (2008). *Learners, learning, and Educational Activity.* London and New York: Routledge Taylor and Francis Group

Jhaish, M. A. (2010). *The Relationship among Learning Styles, Language Learning Strategies, and the Academic Achievement among The English Majors at Al-Aqsa University.* Islamic University Deanery.

Khodadady, E. (2009). The Beliefs about Language Learning Inventory: Factorial Validity, Formal Education and Academic Achievement of Iranian Students Majoring in English. *IJAL*, *12*(1).

Kojima, C. (2009). *An Investigation of the Beliefs of Japanese Learners and Teachers About Learning English As a Foreign Language.* A thesis for the degree of Doctor of Education in TESOL to the University of Exeter

Lan, Y.-T. J. (2010). *A Study of Taiwanese 7th Graders Foreign Language Anxiety, Beliefs about Language Learning and Its Relationship with Their English Achievement.* Ming Chuan University.

Lee, C. K. (2010). An Overview of Language Learning Strategies. *ARECLS*, *7*, 132–152.

Li, X. (1998). *An Analysis of Chinese ESP Learners' Beliefs About The Role of Rote Learning In Vocabulary Learning Strategies.* the University of Sunderland.

Liao, P., & Chiang, M. (2004). How College Students' Beliefs about English Learning Relate to Their Strategy Use. Retrieved from http://nhcuer.lib.nhcue.edu.tw/bitstream/392440000Q/1068/1/10281991-200412-x-19-137-154-a.pdf

Lightbown, P. M., & Spada, N. (1998). *How Language are Learned.* New York: Oxford University Press.

Lightbown, P. M., & Spada, N. (2001). *How language are Learned.* New York: Oxford University Press.

Mackey, A., & Gass, S. M. (2005). *Second Language Research: Methodology Design.* New Jersey: Lawrence Erlbaum Associates, Inc.

Marshall, C. & Rosman, G.B. (1999). *Designing Qualitative Research 93rd Ed).* USA. Sage Publication, Inc.

Mori, Y. (1999). Epistemological Beliefs and Language Learning beliefs: What Do Language Learners Believe about Their Learning? *Language Learning, 49*(3), 377–425.

Nikitina, L., & Furuoka, F. (2006). Re-examining Horwitz's beliefs About Language Learning Inventory (BALLI) in The Malaysian Context. *Electronic Journal of Foreign Language Teaching, 3*(2). Retrieved from ttp:///e-flt.nus.edu.sg/

Ortega, L. (2009). *Understanding Second Language Acquisition.* Great Britain: Hodder Education, Hachette UK Company.

Oxford. (2003). *Language Learning Styles and Strategies; An Overview.* Oxford: GALA.

Oxford, R. (2001). *Language Learning Style and Strategies; Teaching English as a Second or Foreign Language.* (M. Celce-Murcia, Ed.). New York: Heinle & Heinle.

Oxford, R. (1990). *Language learning strategies: What every teacher should know.* Boston: Heinle & Heinle.

Phye, G. D. (1997). *Handbook of Classroom Assessment; Learning, Adjustment, and Achievement.* Toronto: Academic Press.

Politzer, R., & McGoarty, M. (1985). An Exploratory Study of Learning behaviors and Their Relationship to Gains in Linguistic and Communicative Competence. *TESOL Quarterly, 19*, 103–124.

Richard, J.C. and Renandya, W.A. (2002). *Methodology in Language Teaching: An Anthology of Current Practice.* New York: Cambridge University Press

Rubio, F. (2007). Self-Esteem and Foreign Language Learning. Retrieved from http://www.c-s-p.org/flyers/9781847182159-sample.pdf

Saeb, F., & Zamani, E. (2013). Language Learning Strategies and Beliefs about Language Learning in High-School Students and Students Attending English Institutes: Are They Different? *English Language Teaching, 6*(12).

Salahshour, F., Syarif, M. & Salahshour, N. (2012). *The Relationship between Language Learning Strategy Use, Language Proficiency Level and Learner Gender.* Procedia - Social and Behavioral Sciences Vol. 70, No. 634 – 643

Salkind, N.J. (2007). *Encyclopedia of Measurement and Statistics (Volume 1).* USA: Sage Publication. Inc

Sioson, I. C. (2011). Language Learning Strategies, Beliefs, and Anxiety in Academic Speaking Task. *Philipine ESL Journal, 7.*

Su, M., & Min-Hsun. (2005). A Study of ESP Technological and Vocational

College Students' Language Learning Strategies and Their Self-Perceived English Proficiency. *Electronic Journal of Foreign Language Teaching*, *3*(1), 44–56.

Suwaranak, K. (2012). English Language Learning Beliefs, Learning Strategies and Achievement of Masters Students in Thailand. *TESOL in Context*. Retrieved from http://www.tesol.org.au/files/files/275_kasma_suwanarak.pdf

Tognimi, R. (2000). *Teachers as Language Learners: A Study of The Relationship Between Their Beliefs About Language Learning and Their Learning Strategy Use.* A Thesis for the Award of Master of Education, Edith Cowan University.

Viburphol, J. (2004). *Beliefs about Language Learning and Teaching Approaches of Pre-service ESP Teachers in Thailand.* A Dissertation for the Faculty of the Graduate College of the Oklahoma State University for the Degree of Doctor of Philosophy.

Yang, N. D. (1999). The Relationship between ESP Learners' Beliefs and learning Strategy Use. *System*, *27*(4), 515–535. Retrieved from www.elsevier.com/locate/system