English Department Students' Beliefs Towards Plurilingualism And Its Influence on English Academic Achievement and Language Learning Styles In Mulawarman University

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Abstract: This study aimed at investigating the correlation between students' beliefs towards plurilingualism with their English academic achievement and language learning styles both from quantitative and qualitative perspectives. A mixed method was used in this study and the researcher took students from the sixth semester of English department. To collect the data, the researcher distributed questionnaire and conducted interview. From the regression calculation, it was revealed that students' beliefs towards plurilingualism correlated with their English academic achievement and language learning styles. Furthermore, from the interview, students' views towards people who have the ability in many languages and their self-confidence from the aspects of belief towards plurilingualism held an important role for students' English academic achievement. In addition, the students' beliefs towards plurilingualism influenced their language learning styles, especially the frequency of the students English use in campus environment, whether inside or outside the classroom.
Keywords: students' beliefs, plurilingualism, mixed method, language learning styles, and academic achievement.

INTRODUCTION

Many people or students in Indonesia have already in this plurilingualism concept. Indonesia has many varieties ethnicities and languages. From 2015 BPS data, total number of ethnicities in Indonesia is around 1,340 with over 2,500 of total native languages (Na'im & Syaputra, 2010). It seems that Indonesia people have familiarity with the concept 'learning language by culture' or it is called as 'plurilingualism' term. Learning language by its culture can be applied also when Indoensia people learn English.

In plurilingual concept, people learn or study English from cultural perspective, not word by word. People, who like to watch movies in English, listen to music in English, read or browse in English, are the example of people who are in plurilingualism concept.

Knowing students' belief towards plurilingualism is important. When a student has high belief towards plurilingualism, s/he tends to have high desire for being plurilingual which has some advantages, such as making the learning of other languages easier (English in this case), strengthen the brain ability, retarding the aging of brain, and having economic benefits when people can use more than one language (Hornsby, 2016). Also it can be guidance for the teacher to motivate students to learn English and be plurilingual. When teachers know about students' belief towards plurilingualism and in reality have a student who has low level of belief, the teacher can give explanation and urge in learning English.

Students' beliefs towards plurilingualism affect students' behaviors, especially, choice of learning strategies and styles, confidence, anxiety, and influence linguistic and non-linguistic outcomes (Tanaka & Ellis, 2003). In other words, students' belief has relation to many aspects, including their behaviors and academic achievement. Behaviors here mean how they act in class, or the researcher found it as their learning style.

That is one of the reasons why the researcher raised the topic about plurilingualism in society, especially in Indonesia. She wanted to know students' belief about plurilingualism in Mulawarman University and then link to their English academic achievement and language learning styles. Another reason was there is no previous study which specified and explored relation among these variables.

Concerning the background of the study, the researcher formulated the ideas of her research into the following research questions: 1) How is the correlation between students' belief towards plurilingualism to their English academic achievement? 2) How is the correlation between students' belief towards plurilingualism to their language learning styles? 3) How does the correlation between students' belief towards plurilingualism to their English academic achievement reflect in students' campus activities? and 4) How does the correlation

between students' belief towards plurilingualism to their language learning styles reflect in students' campus activities?

Students' Belief towards Plurilingualism

According to Özdemir (2012), beliefs can give effect to the views, understanding, and attitudes of an individual. Students' beliefs affect students' behaviors, especially, choice of learning strategies and styles, confidence, anxiety, and influence linguistic and non-linguistic outcomes Tanaka & Ellis (2003). And in Grootenboer & Marshman (2016), Rokeach (1974) stated that beliefs are seen as subjective personal assumptions of truth which act as predispositions to action.

'Plurilingulism' term itself came up from the Council of Europe held a study in connection with the development of a Common European Framework for language learning, teaching and assessment (Coste, Moore, & Zarate, 2009). The aim of the Framework is to set out in some details the parameters and categories required to describe the act of human communication through language, as well as the many kinds of knowledge, skill and attitude which underlie the ability and willingness of language users to participate in acts of communication.

Plurilingualism is defined as a condition when a person has experiences in languages in cultural ways, from origin language then target language (Jeoffrion & Al., 2014). He or she does not separate all the knowledge from languages, but they are interrelated each other. In Coste et al. (2009) plurilingual competence is the ability to use languages as communication and involves in intercultural interaction.

It can be concluded that students' belief towards plurilingualism is students' personal assumptions or what students feel about plurilingualism situation, which is, a situa1tion where a person can use or switch from Indonesia to English or the other way around in students' environment and this assumption can affect students' behavior and academic achievement or learning outcome in learning English.

Beswick (2006) stated that there are three categories for students' belief towards plurilingualism: 1) belief about the case (plurilingualism); 2) belief about self; and 3) belief about social context.

English Academic Achievement

Zargar & Ganai (2014) stated that academic achievement is the level or extent which a learner obtains from instruction in a given area of learning. Good in Zargar & Ganai (2014)

said that academic achievement is attaining knowledge and developing skills in the school subjects which are usually designed by test scores or marks assigned by the teacher.

Ganai & Mir (2013) stated that academic achievement is academic performance from both curricular and co-curricular performance of the students and it shows the learning outcomes of the students. Zargar & Ganai (2014) defined students who have successful academic achievement are the students with superior or high percentage of marks in examination, while the students who have low or fail in examination as students who have unsuccessful academic achievement.

It can be concluded that English academic achievement is students' learning outcomes which are taken from the teacher made test and show the ability of English knowledge and skill from the students and in here, it is expressed as English GPA (English Grade Point Average). The range of the point or score is from 0 to 4. There were three indicators or courses which the researcher used: basic subject, teaching learning subject, and linguistic subject.

Language Learning Styles

For learning style, Pritchard (2009) stated learning style is an individual's preference of acquiring knowledge and skill. In another term, it is said as 'learning preferences' or 'intellectual style' as well. Learning style involves the strategies, habits and regular mental behaviors of the learners (students) used in the way of thinking, processing, and demonstrate learning. Then according to Zhang, Sternberg, & Rayner (2012) learning or intellectual style refers to preference ways of people in processing information and dealing with the task. Thus learning style is not only about the way in getting (new) information but also in dealing with the task, such as doing exercise, understanding of experiment explanation, and so on.

Beside the types of students' learning styles above, there are other categories of learning styles from Honey and Mumford. Because some consideration, the researcher chose to identify types of learning styles in this research with Honey and Mumford's. It is because these types of learning styles are more suitable for university students. In university levels, students are required to solve some problems and usually it can be seen from their habits, not only from the senses which they usually use in learning.

In the Honey-Mumford Model, they described four styles of students' learning as below. These four learning styles can be used as a way of classifying learners.:

1. *Activists* prefer to learn by doing rather than, for example, by reading or listening.

2. *Reflectors* stand back and observe. They like to collect as much information as possible before making any decisions; they are always keen to 'look before they leap'.

3. *Theorists* like to adapt and integrate all of their observations into frameworks, so that they are able to see how one observation is related to other observations.

4. *Pragmatists* are keen to seek out and make use of new ideas. Pragmatists look for the practical implications of any new ideas or theories before making a judgment on their value.

METHODOLOGY

The design of this research was mixed method, consisted of quantitative and qualitative design. In this study, the researcher used QUAN-qual model or explanatory mixed method design. As stated before, this design was started with collection and analysis of quantitative data, which was giving questionnaire and analyzed it. Then after getting the result of quantitative data, the collection and also analysis of qualitative data followed, which was through semi-structured interview.

The population of this research was the sixth semester students of English Department of Mulawarman University in the academic year 2015/2016. The number of the population of the sixth semester students was 180 students from six different classes. For sampling, the researcher used cluster random sampling. According to Fraenkel, Wallen, & Hyun (2012), the minimum acceptable sample size for correlational study is to be no less than 30. Samples larger than 30 are much more likely to provide meaningful results. Thus the researcher took 53 students from three classes.

The students were asked to answer the questionnaire about students' belief and language learning styles. Then the researcher did interview to six students from those classes. They were selected to represent low, moderate and high score in students' belief. For this, the researcher used stratified random sampling.

The first data the researcher used was questionnaire. In this study, there were two kinds of questionnaire, students' belief towards plurilingualism and language learning styles questionnaires. Students' belief towards plurilingualism questionnaire was adopted from Kimber (2014) which consisted of 20 Likert-scale items with 80 for the highest score. While for deciding types of students' language learning styles, the questionnaire was from Pritchard (2009) which was used to determine students' language learning styles and has 40 items with options agree and disagree.

After arranging questionnaires and finding the level of students' belief towards plurilingualism, the researcher invited some students to follow interview. In this study, the researcher used semi-structured interview with contents: students' belief towards plurilingualism, students' activity in campus, and students' expectation for English used in campus in the future.

For analysis, there were quantitative and qualitative data analyses. The quantitative data were students' belief, English academic achievement and language learning styles questionnaires, while the qualitative was the students' semi-structured interview.

For correlation between students' belief towards plurilingualism and their English academic achievement, linear regression was used. It was because data from students' belief towards plurilingualism (independent variable) and English academic achievement (dependent variable) were continuous data. While for correlation between students' belief towards plurilingualism and their language learning styles, the researcher used multinomial logistic regression. The reason was data from students' belief towards plurilingualism (independent variable) were continuous data and data from language learning styles (dependent variable) were categorical data.

After finding the correlation between students' belief against plurilingualism to their English academic achievement and language learning styles, the researcher also explored the reflection of those correlations in their surroundings through semi-structured interview. Then after getting the data, the researcher did analyzing the interview data. According to Miles & Huberman (1994), in analyzing the data from interview, it used three processes: data reduction, data display, and concluding. Furthermore the researcher utilized coding system to the data. During coding, the researcher used codes IN for interview, S for number of student, and L for number of lines. For instance, if the codes were IN1, S1, L1 it means the data was taken from the first student's interview transcript from student number one on the first line.

In this research, the researcher used data and theory triangulation to support the finding and conclusion of this research in qualitative data. For this research, the researcher formulated to compare the quantitative data (the result of questionnaires) and qualitative data (from the interview). Forth, the researcher also used multiple perspectives from some theories to interpret a single set of data. Then at the end, valid data was obtained from final analysis and interpretation.

FINDING

The Correlation between Students' Belief towards Plurilingualism and Their English Academic Achievement

The result of correlation between students' belief towards plurilingualism and their English academic achievement were investigated by using Pearson Product Moment to find possible relationship between those two variables. Table below shown the relationship between two variables.

Correlations

		English Academic Achievement (Y1)	Belief towards Plurilingualism (X)
Pearson Correlation	English Academic Achievement (Y1)	1.000	.563
	Belief towards Plurilingualism (X)	.563	1.000
Sig. (1-tailed)	English Academic Achievement (Y1)	.	.000
	Belief towards Plurilingualism (X)	.000	.
N	English Academic Achievement (Y1)	53	53
	Belief towards Plurilingualism (X)	53	53

Table 1. Correlation between Students' Belief towards Plurilingualism and Their English Academic Achievement

Dörnyei (2007) said that there are three rules of interpreting the relationship from a correlation coefficient, those are, a high coefficient (+1) means a strong relationship between two variables, a coefficient of 0 refers no relationship and a negative correlation coefficient (-1) suggests inverse relationship between two variables.

From table 1, students' belief towards plurilingualism has a positive relationship with students' English academic achievement (r = .563, p < .05). It indicated a positive correlation, i.e. the students with lower level of belief towards plurilingualism tend to achieve higher in English academic achievement, and those with higher level of belief towards plurilingualism are more likely to acquire higher English academic achievement. Therefore, the alternative hypothesis (Ha) which said that there is significant relationship between students' belief towards plurilingualism and their English academic achievement was accepted.

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2.623	1	2.623	23.667	.000[b]
	Residual	5.652	51	.111		
	Total	8.275	52			

a. Dependent Variable: English Academic Achievement (Y1)

b. Predictors: (Constant), Belief towards Plurilingualism (X)

Table 2. Table of Regression

From table above, it could be seen that p value .000011 < .05. It indicated that, overall, the regression model statistically significantly predicts the outcome variable. It means that the level of students' belief towards plurilingualism can predict students' English academic achievement.

Contribution of correlation between students' beliefs towards plurilingualism and English academic achievement was from R square = $(.563)^2$ = .317. The contribution was $.317 \times 100\%$ = 31.7%. Therefore the number of influence of students' beliefs towards plurilingualism to their English academic achievement was 31.7%.

The Correlation between Students' Belief towards Plurilingualism and Their Language Learning Styles

After getting the result of correlation between students' belief towards plurilingualism and their English academic achievement, the researcher obtained the result of correlation between students' belief towards plurilingualism and their language learning styles. Below is table for the correlation.

Model Fitting Information

Model	Model Fitting Criteria	Likelihood Ratio Tests		
	-2 Log Likelihood	Chi-Square	df	Sig.
Intercept Only	55.897			
Final	22.470	33.427	12	.001

Table 3. Correlation between Students' Belief towards Plurilingualism and Their Language Learning Styles

As could be seen from table 3., the Sig. value is .001, which is lower than .05. It means that there is significant correlation between students' belief towards plurilingualism and their language learning styles. In other words, students' belief towards plurilingualism can predict the students' language learning styles.

As shown in below table, the researcher obtained the correlation between those variables.

Observed and Predicted Frequencies

Students' Beliefs	Language Learning Styles (Y2)	Frequency	Percentage	
		Observed	Observed	Predicted
Very Low	Activist	0	0.0%	0.0%
	Reflector	0	0.0%	0.0%
	Theorist	3	100.0%	100.0%
	Pragmatist	0	0.0%	0.0%

Observed and Predicted Frequencies

Students' Beliefs	Language Learning Styles (Y2)	Frequency	Percentage	
		Observed	Observed	Predicted
Low	Activist	2	13.3%	13.3%
	Reflector	1	6.7%	6.7%
	Theorist	8	53.3%	53.3%
	Pragmatist	4	26.7%	26.7%
Moderate	Activist	7	36.8%	36.8%
	Reflector	5	26.3%	26.3%
	Theorist	1	5.3%	5.3%
	Pragmatist	6	31.6%	31.6%
High	Activist	3	21.4%	21.4%
	Reflector	8	57.1%	57.1%
	Theorist	2	14.3%	14.3%
	Pragmatist	1	7.1%	7.1%
Very High	Activist	0	0.0%	0.0%
	Reflector	2	100.0%	100.0%
	Theorist	0	0.0%	0.0%
	Pragmatist	0	0.0%	0.0%

The percentages are based on total observed frequencies in each subpopulation.

Table 4. Result of the Correlation

From table 4., the researcher found that low level of students' belief towards plurilingualism tend to be theorist students (11 students), moderate/fair level tend to be activist (7 students) and pragmatist (6 students), and high level of students' belief towards plurilingualism are more likely to be reflector students (10 students).

Semi-structured Interview

The results of interview are explored in the following paragraphs:

1. *Connection between Students' Belief towards Plurilingualism and Their English Academic Achievement in Campus Activities*

   The correlation between students' belief towards plurilingualism and their English academic achievement reflects in their view about person who master many languages (including English), and their view about themselves. The students who had high level of belief towards plurilingualism saw the person who can master many languages as special person who can get honor from the ability, like in this statement:

"*Ya keren aja kan bisa berkomunikasi dengan berbagai bahasa. …. Kaya mama, aku mau belajar Bahasa Inggris karena ngeliat dia.*" (IN2, S10, L9-13) – Original.

"**It is cool** if someone can communicate with various languages. …. **Like my mother, I want to learn English** because I saw her." (IN2, S10, L9-13) – Translated.

However, the researcher also found that student with moderate level of belief towards plurilingualism saw English as not being used that much in Indonesia, thus having ability in English is not rather significantly useful in Indonesia context. It can be seen from this statement:

"…. *Dan itu (menguasai Bahasa Inggris) juga hal yang lumayan keren, walaupun mungkin di Indonesia, Bahasa Inggris ga terlalu digunakan, ….*" (IN1, S9, L8-10) – Original.

"…. And it (mastering many languages) is not bad things, **even though maybe in Indonesia, English is not used too much**, …." (IN1, S9, L8-10) – Translated.

Meanwhile, for the students' view about themselves towards their self-confidence in mastering English, the researcher found there were slight differences between students who had high, moderate, and low level of belief towards plurilingualism.

Students with a high level of belief towards plurilingualism tend to have high self-confidence and they like challenges. They want to use and communicate with English in everywhere, to every person, and every time. They like to look for the opportunity for using English. It can be seen from this statement:

"*Kalo percaya diri sih iya kak. Selain latihan Bahasa Inggris di kampus, saya juga sering ngomong Bahasa Inggris sama sepupu lewat telfon. Kebetulan sepupu blasteran Indonesia sama luar, jadi kalo komunikasi mesti pake Bahasa Inggris.*" (IN2, S10, L49-52) – Original.

"**For self-confidence, I have it**. **Besides practicing English in campus, I often made calls with my cousin who is half-blood**, thus in communication I must use English." (IN2, S10, L49-52) – Translated.

For moderate students, they tend to have less self-confidence like S9 and S14 felt. Even though S9 now has decent self-confidence, but S9 still has less self-confidence if talking for friends outside English department. Then they were afraid in making mistake and always felt that they were not expert enough in English.

"*Ya lumayan (percaya diri), agak percaya diri juga.*" (IN1, S9, L42) – Original.

"**Not bad (in self-confidence)**. Quite confidence." (IN1, S9, L42) – Translated.

For the low level students, it is not too different from the moderate students. However, they tend to feel like having extremely less in self-confidence, even lower than moderate students. In many aspect, they lack a lot, like in speaking (having frequent anxiety), grammar (having lack of mastery), and so on.

"*Kalo menurut saya sih masih kurang (percaya diri).*" (IN5, S31, L34) – Original.

"In my opinion, **I have less (self-confidence)**." (IN5, S31, L34) – Translated.

2. ***Connection between the Students' Belief towards Plurilingualism and Their Language Learning Styles in Campus Activities***

Further from the interview, the researcher found the reflection of correlation between students' belief towards plurilingualism and their language learning styles in campus activities. Students with high level of belief towards plurilingualism tended to observe first, with whom they would use and communicate with English outside classroom. Like stated in these statements:

"*(ngomong Bahasa Inggris di taman) sama teman. Tapi ya gunainnya sama teman-teman yang pingin juga ngomong Bahasa Inggris. Kadang kan juga ada yang ga mau.*" (IN2, S10, L35-36) – Original.

"(talking English **in garden) with my friends**. But I use English **with friends who also want to use English together**. Sometimes **my other friends do not want to talk in English**. " (IN2, S10, L35-36) – Translated.

Meantime for moderate level of belief towards plurilingualism, the students were likely to 'give up' if the researcher talked about using English outside classroom. In classroom, they still want to use English, but in outside they tend to use Indonesian language because they are uncomfortable with the situation.

"*(Gunakan Bahasa Inggris) waktu lagi perkuliahan.*" (IN1, S9, L27) – Original.

"(Using English) **just in lectures time**." (IN1, S9, L27) – Translated.

While for students whose low level of belief towards plurilingualism, they rarely use English, even inside the classroom. The frequency of their English use was very much less. In comparison with the moderate students, they are more passive. They have seen the conditions of the campus in which English has been rarely used.

"*Jarang sih gunakan Bahasa Inggris di lingkungan kampus soalnya teman juga pada pake Bahasa Indonesia.*" (IN5, S31, L22-23) – Original.

"I **seldom use English** because **my friends use Indonesian language** as well." (IN5, S31, L22-23) – Translated.

DISCUSSION

Students' Belief towards Plurilingualism and Their English Academic Achievement

From the descriptive statistics results, the researcher got that fourteen students (26.4%) from fifty-three participants got low scores, twenty two students (41.5%) got moderate/fair scores, and seventeen students (32.1%) got high scores in English academic achievement. Difference level of the scores in students' English academic achievement might be because their belief towards person whose ability in many languages and belief towards themselves.

While in belief about themselves, high score students tended to have high self-confidence about their ability in mastering English compared to moderate and low score students in English academic achievement. Then in response of the first research questions, "How is the correlation between students' belief towards plurilingualism to their English academic achievement?," the researcher used linear regression to examine the correlation between students' belief towards plurilingualism to their English academic achievement.

The result of this study was in line with the previous literature Cassidy & Eachus, (2010) which was the correlation between students' belief towards plurilingualism to their English academic achievement is positively significant. It was in line also with Tanaka & Ellis (2003) which stated that students' belief towards plurilingualism influence linguistic and non-linguistic outcomes.

Also this research was consistent with Hulin & Yulian (2016) whose research result that there was significant positive relation between learning belief and learning achievement in Chinese English college students. In other words, the students with lower belief towards plurilingualism tend to obtain lower score in English academic achievement, and those with higher level of belief towards plurilingualism are more likely to have higher English academic achievement.

Students' Belief towards Plurilingualism and Their Language Learning Styles

From the nominal regression the researcher did, the researcher found that there was inclination of students' language learning styles based on their belief towards plurilingualism. Or in other words, students' belief towards plurilingualism could predict their language learning styles (Sig.value .001 < .05). This result is consistent with the theory from (Özdemir,

2012) which is beliefs can give effect to the attitude of an individual, learning styles in this case.

Students with high level of belief towards plurilingualism tended to be reflector students. According to Pritchard (2009), reflector students stand back and observe. After observing, they would take actions, which were talking English with friends who are in the same page with them.

While students with moderate/fair level of belief towards plurilingualism were more likely to be activist or pragmatist students. Moderate students in belief towards plurilingualism had less self-confidence about plurilingual person and themselves. Because lacking of self-confidence, they inclined to be afraid in making mistake, whereas making mistake is also part of learning, which is the characteristics of pragmatics (fail to use friends and teachers as resources) and give up with the situation, which is the characteristics of activist (tend to neglect subjects they're not interested in).

And students with low level of belief towards plurilingualism tended to be theorist students. Here they had very low belief about themselves. Then the characteristic of theorist came up, are reluctant to try new approaches. They surrender more than moderate students.

Correlation between Students' Belief towards Plurilingualism and Their English Academic Achievement in Campus Activities

For the reflection of the correlation between students' belief towards plurilingualism and their English academic achievement, the researcher found that the result was in line with Hornsby (2016) and Dörnyei (2007) in Jeoffrion & Al. (2014) stated someone who have high desire for being plurilingual or level of belief towards plurilingualism has advantage, that is, making the learning of other languages easier. They would use English in everywhere, to every person, and every time no matter what.

For moderate students in belief towards plurilingualism, they tended to be afraid in making mistake and always felt not master English. Thus they liked to 'play safe' in learning English. They prefer not to use English rather than making mistake when talking.

The low level students in belief towards plurilingualism, they realized that they had lack of English ability. They were more afraid than moderate students in making mistake. Their self-confidence was so low. Thus in activity, they tended to follow their friends who did not speak English in campus.

Other previous study that was consistent with this research was from (Hulin & Yulian, 2016). They found that one of the factors from successful second language learners were individual motivation. Individual motivation played important role in learning. Students who

had high belief towards plurilingualism were more likely to have high motivation in themselves. In their activity, they seemed more confident than the others who had lower belief towards plurilingualism. Mostly, they had belief to be able to speak English. When they did not find partner or from their environment they were not facilitated with English speaing area, they did not give up. They found way how to be able to speak English in campus. Some students asked their friends who had same vision in speaking English to speak English outside the class. They tried to speak English every time they met. And then for the effect was the students with higher belief towards plurilingualism tended to have higher English academic achievement.

Other factors that deciding students' English academic achievement was their point of view about someone else or person who has an ability in many languages. Students with high level of belief towards plurilingualism tended to adore that person. Some students said they want to be like them, that is, mastering many languages.

Correlation between Students' Belief towards Plurilingualism and Their Language Learning Styles in Campus Activities

As stated before, the researcher tried to find reflection of the correlation between students' belief towards plurilingualism and their language learning styles in campus acitivities. From the semi-structured interview, the researcher found that the influence of students' belief towards plurilingualism to their language learning styles reflected in their campus activities.

Students with high belief towards plurilingualism were more likely to like challenge and make decision by themselves after they made some observation. This result was in line with previous study from Jeoffrion & Al. (2014) which stated that advanced students have more integrative attitudes. From the interview, they had some problems also with their friends who did not want to use English in communication. What they did was they tried to find other friends who wanted to talk in English with them. It was the characteristics from reflector students.

Meanwhile, the researcher figured out that students with moderate level of belief towards plurilingualism did not want to use their friends or lecturers as their resources and give up with the situation. They did not really want to work hard to solve the problems. In talking English, they did not take initiative to search partner in talking English. Actually they felt uncomfortable with the situation, but they just let it go. Even they needed trigger to use English.

Then for students with low level of belief towards plurilingualism, they were seldom to use English in classroom, moreover in outside classroom. They did not want to make new approach in learning English and keep problems to themselves. These were the characteristics of theorist students.

Every language learning styles have some strengths and weaknesses. In this research, the researcher found that students' belief towards plurilingualism could make those strengths and weaknesses came out. Students with high belief towards plurilingualism tended to have the strengths from their language learning styles. While students with lower belief towards plurilingualism were more likely to have the weaknesses from their language learning styles became more dominant than the strengths.

CONCLUSION

Based on the findings and discussion above, the researcher can conclude some points as follows:

1. Students' belief towards plurilingualism had positive relationship and influenced students' English academic achievement (r = .563, p value .000011 < .05, and the contribution was 31.7%).

2. Students' belief towards plurilingualism had a positive relationship and influenced students' language learning styles (Sig.value .001 < .05).

3. The interview showed that students' view towards person who have ability in many languages and their self-confidence from the aspects of belief towards plurilingualism hold impartant role for students' English academic achievement. And the students' belief towards plurilingualism gives effect to their language learning styles, especially the frequency the students use English in campus environment, whether in classroom or outside the classroom.

For future researchers, it is better to involve the lecturers as the interviewee of the research to obtain the deeper insight and wider perspective, not only from students' point of view, but also from the lecturers'. Then making research about influence of language learning styles to academic achievement can be beneficial for future researchers as well.

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