THE EFFECT OF STUDENTS' PERCEPTIONS OF TEACHERS' BELIEFS AND TEACHING STRATEGIES ON STUDENTS' MOTIVATION AND ACHIEVEMENT IN ENGLISH

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Abstract: This study investigated the effect of university students' perceptions of their teachers' beliefs and teaching strategies in teaching a compulsory English course on students' motivation and achievement. It employed an ex post facto design to identify a cause that facilitates changes in behavior after an event occurs. The respondents of this study were 12 lecturers and 150 students, who were randomly selected from a total of 20 lecturers and 1,615 students engaged in the teaching and learning of English at Universitas Negeri Padang, Indonesia. The instruments used in this study were documentation to elicit information about students' achievement, and questionnaires to elicit information about teachers' beliefs and their teaching strategies, students' perceptions of the teachers' beliefs and the teaching strategies, and students' motivation. The data were analyzed through linear regression using SPSS 18.0. The results of the study revealed that (i) teachers highly believed in the choices they made for teaching the English course to all university students and in their strategies in teaching it, (ii) students held very positive perception of their teachers' beliefs and teaching strategies, and (iii) teachers' beliefs and teaching strategies have significant effects on the students' motivation and achievement in learning English. These research results imply the importance of English teachers informing and discussing their beliefs and strategies for teaching the English course with students before commencing the teaching and learning process.

Teachers' beliefs play a crucial role in shaping teachers' classroom practices and fostering students' development (Gilakjani & Sabouri, 2017; Önalan, 2018). These beliefs including teachers' views, concepts, and knowledge are integral to the learning process (Li, 2012). They influence the teaching and learning process and contribute to the students' achievement of the expected learning outcomes. Numerous studies have investigated teachers' beliefs in language learning (see, e.g., Abdi & Asadi, 2015; Floris, 2013; Larenas et al., 2015; Nation & Macalister, 2010; Rajabi, 2018; Salamah, 2017; Zaim et al., 2019). They have reported that teachers' actions are identified by their teaching beliefs, suggesting that teachers' beliefs affect the choices of their approach to language teaching or teaching strategy (Larenas et al., 2015; Shah, 2021; Utami, 2016; Zaim et al., 2019). For instance, teachers who believe they can shape their learners'

abilities are more likely to adapt their behavior and instructional choices in line with their students' needs (Li, 2012; Manzano, 2015).

Teachers' beliefs influence what teachers do in the classroom – their practices and their attitudes (Rajabi, 2018). These beliefs guide teachers in selecting teaching strategies they consider most effective for helping learners achieve their goals (Utami, 2016). Confidence in their understanding of language learning concepts and theories further supports teachers in designing the teaching and learning activities and determining their instructional approaches (Rifqi, 2012). Using appropriate teaching strategies is crucial for ensuring that learning occurs effectively and efficiently. The alignment between teachers' beliefs and their teaching practices determines the best action to take during the learning process (Yildirim et al., 2019). For this reason, it is necessary to examine whether teachers implement their beliefs in their classroom instruction.

Ozen (2017) states that teachers' beliefs and teaching strategies influence students' learning motivation. This motivation is important as it enhances students' interest in language learning (Chilingaryan & Gorbatenko, 2015; Riswanto & Aryani, 2017). According to Ur (2000), motivation is related to several aspects, including positive task orientation, ego involvement in learning, the need to achieve excellence, high aspiration, goal orientation, perseverance, and tolerance of ambiguity. It is closely related to and influences student achievement, helping students meet the expected learning outcomes through both in-class and out-of-class learning activities (Bracken, 2007). Overall, therefore, teachers' beliefs, teaching strategies, motivation, and achievement are interrelated.

This study aims to address these four variables within the context of an English course taught in universities in Indonesia. In many higher educational institutions in Indonesia, English has become a compulsory subject, and first-year students from every department are taught to have the necessary English skills and/or to be well prepared for TOEFL as one requirement for graduation. At Universitas Negeri Padang (UNP), such a subject is named *Bahasa Inggris*, also known as *Bahasa Inggris Mata Kuliah Umum* (English as a General Course), hereafter referred to as English course. This course aims to equip students in UNP with English communication skills, both spoken and written (speaking, listening, reading, and writing), and language components (grammar and vocabulary) in a particular context. The learning outcomes of the English course are comprehending, constructing, responding, and applying both spoken and written communication in English, such as (1) the ability to comprehend reading texts, (2) the ability to construct sentences and short paragraphs, and (3) the ability to perform daily conversation or a short monologue.

In teaching the course, lecturers may use several strategies. Generally, they adopt grammar-translation and contextual teaching and learning. Grammar-translation focuses on direct instructions and translation exercises, making the teachers the center of the activity (Nisha, 2024), while contextual teaching and learning make the students the center (Sodiq & Ihsan, 2017). Some teachers believed that mastering grammar makes it easier for students to understand

other aspects of English learning, such as speaking, listening, reading, and writing (Navaz & Sama, 2017). However, based on our preliminary research conducted through interviews involving students in the English Department, some students claimed to be less satisfied with their lecturers' use of these two strategies in teaching English. The lecturer is focused on the students' applying and understanding grammar rather than their ability to speak, read, and write. In addition, knowledge of vocabulary could be more focused. In other words, teachers' beliefs in teaching English and the strategies they commonly adopt were perceived by some students as insufficient to engage them with the learning materials effectively. When teaching strategies fail to significantly influence students' learning outcomes, the results achieved by students are not optimal. This highlights the importance of examining whether teachers effectively implement their beliefs in classroom practices.

This study explored the beliefs and teaching strategies of lecturers who teach the English course at Universitas Negeri Padang, their students' perceptions of the beliefs and teaching strategies, the students' motivation, and the students' learning achievement in English. The problem examined in this research is whether low or high levels of students' learning motivation and achievement are caused by the students' perceptions of teachers' beliefs and teaching strategies used by lecturers. In other words, this research aimed to discover the effects of students' perceptions of teachers' beliefs and teaching strategies in teaching English on students' motivation and achievement.

Perception refers to how an individual sees objects, events, situations, socializations, role relations, and stimuli around him/her by recognizing, categorizing, and interpreting them (Diniah, 2013; Ou, 2017; Sobur, 2003). These processes can be done physically through the senses or psychologically by considering beliefs, values, attitudes, needs, and interests (Ou, 2017). As a result, the individual can test or respond to them (Fitriyah & Jauhar, 2014). According to Keller (2016), the response can adaptively guide the individual to get along with the perceived objects. Thus, studying students' perception of the learning environment is essential as it helps them adapt well.

While a number of studies have examined students' perceptions of teacher beliefs (Zaim et al., 2019), teaching strategies (Hidayah, 2023; Zaim et al., 2020), teacher feedback practices (Vattøy & Smith, 2019) and teaching styles (Maneba & Vranciska, 2023), this study extends the scope by investigating how students' perceptions of their lecturers' beliefs and teaching strategies influence their motivation and achievement in learning English. It investigates these interrelations in the context of a compulsory English course at Universitas Negeri Padang and offers additional insights into the importance of students' perceptions of teachers' beliefs and teaching strategies.

The following research questions are addressed in this study.
1. What are the teachers' beliefs and teaching strategies in teaching English?
2. What are the students' perceptions of their teachers' beliefs and teaching strategies in teaching English?
3. What are the students' levels of achievement in learning English?
4. What are the students' levels of motivation in learning English?
5. What is the effect of students' perception of their teachers' beliefs and teaching strategies on students' motivation and achievement?

METHOD

Design

This study employed an ex-post-facto design to determine a cause that changes behavior after an event occurs (Creswell, 2004). In ex-post-facto design, groups with qualities that already exist are compared on some independent variables. This research design was employed because it allows the discovery of possible causes of the effects of actions that have already occurred. In this study, students' perceptions of teachers' beliefs and teaching strategies employed were possible causes that affected students' motivation and achievement.

Participants

This study involved lecturers and students at Universitas Negeri Padang (UNP). More specifically, the participants of this study were 12 of 20 English lecturers who taught the compulsory English course offered in Universitas Negeri Padang (UNP) to all first-year students in the university. This course aimed to help students acquire English communication skills and language components in particular contexts and prepare themselves for TOEFL as one requirement for graduation. A total of 150 participants were randomly selected from non-English Department students enrolled in the compulsory English course in the 2022 academic year. They were drawn from 12 classes taught by the 12 English lecturers. This study was carried out at the end of the semester, January–July 2022, after the students completed their end-of-semester examination in the English course at Universitas Negeri Padang, Indonesia.

Instruments

The instruments of this research were documentation and questionnaires. Students' results of English evaluation in their classes were documented, so that their levels of achievements could be determined. Other than that, five questionnaires were also used: (1) teachers' beliefs inventory questionnaire (see Appendix 1), (2) teaching strategy inventory questionnaire (see Appendix 2), (3) students' perceptions of teachers' beliefs questionnaire (see Appendix 3), (4) students' perceptions of teachers' teaching strategy questionnaire (see Appendix 4), and (5) students' motivation inventory questionnaire (see: Appendix 5). The first two questionnaires asked lecturers about their beliefs and strategies in teaching the English course. The questionnaires were distributed via a WhatsApp group intended for this research to the 12 lecturers to discover their beliefs and strategies in teaching the English course. After the data from the first and the second questionnaires were analyzed, the third, fourth and fifth questionnaires were constructed by adjusting them to the findings of the first and the second questionnaires. These three questionnaires were used to collect data on the students' perceptions of the beliefs and teaching strategies implemented by the lecturers in teaching the English course, and their motivation to learn English with such lecturers' beliefs and teaching strategies.

These questionnaires used five closed-ended Likert scales ranging from 1 = strongly disagree (SD), 2 = disagree (D), 3 = undecided (UD), 4 = agree (A), and 5 = strongly agree (SA). The questionnaire items about teachers' beliefs, teaching strategies, and perceptions about them were developed from several studies (Bockova, 2007; Floris, 2013; Harmer, 2007; Intarapanich,

2013; Kojouri & Heirati, 2015; Korolyova & Voyakina, 2015; Li, 2012; Novio & Cordova, 2015; Nurusus et al., 2015; Salamah, 2017; Wafa, 2016). In addition, students' motivation questionnaire items were developed based on Ur (2000). The description about the main contents of each questionnaire is presented in the following table.

Table 1. Contents of the questionnaires

Types of questionnaires	Questionnaire	Domains	Number of Items	Item Number
Lecturers'	1. Teachers' beliefs in teaching English	Speaking	40	1-15
		Writing		16-20
		Reading		21-25
		Listening		26-28
		Grammar		29-34
		Vocabulary		35-40
	2. Teaching strategies	Speaking	40	1-15
		Writing		16-20
		Reading		21-26
		Listening		27-28
		Grammar		29-34
		Vocabulary		35-40
Students'	3. Perceptions on the teachers' beliefs in teaching English	Speaking	20	1-7
		Writing		8-10
		Reading		11-14
		Listening		15-16
		Grammar		17-18
		Vocabulary		19-20
	4. Perceptions on the teachers' teaching strategies	Speaking	40	1-15
		Writing		16-20
		Reading		21-26
		Listening		27-28
		Grammar		29-34
		Vocabulary		35-40
	5. Motivation to learn	Positive task orientation	25	1 (a - d)
		Ego involvement		2 (a - d)
		Need for achievement		3 (a - d)
		High aspiration		4 (a - c)

Types of questionnaires	Questionnaire	Domains	Number of Items	Item Number
		Goal orientation		5 (a - c)
		Perseverance		6 (a - d)
		Tolerance of ambiguity		7 (a - c)

The experts (UNP lecturers) validated the questionnaires in English language teaching and psychology. The questionnaires were measured in clarity, content validity, and appropriateness. According to these experts' suggestions, some revisions were made to several items related to the clarity and the appropriateness of some statements, resulting in valid instruments. Further, to test the reliability of the questionnaires, the researchers invited a group of 15 English department students to fill out the questionnaires on a pilot basis. The reliability value of the questionnaire was 0.85, obtained using the Alpha Cronbach formula. The value was above 0.80, which is considered very reliable based on Guilford's reliability coefficient category in Dhamayanti et al. (2017).

Data Analysis

Document analysis was done by classifying students into high and low achievers based on their evaluation scores. The data from the questionnaires were analyzed statistically to identify the individual score and mean score of teachers' beliefs and teaching strategies in teaching the English course and students' perceptions of their teachers' beliefs and teaching strategies. Since the maximum score for each item was five and the minimum was one point, each category for teachers' beliefs, teaching strategies, and students' motivation were divided into five levels with the score range of: Very Low (1.00–1.80), Low (1.81–2.60), Middle (2.61–3.40), High (3.41–4.20), and Very High (4.21–5.00). For students' perceptions, the responses were categorized into Strongly Positive, Positive, Neutral, Negative, and Strongly Negative with the same score range. To determine the effects of students' perceptions of teachers' beliefs and teaching strategies on students' motivation and achievement, the data were analyzed statistically using linear regression with SPSS 18.0 ($p < 0.05$ was considered significant).

FINDINGS AND DISCUSSION

Findings

Several steps were undertaken to identify the effects of students' perceptions of teachers' beliefs and strategies in teaching the compulsory English course at UNP on students' motivation and achievement. First, the beliefs and teaching strategies employed by the English teachers were identified. Second, students' perceptions of the identified beliefs and teaching strategies were analyzed. Next, the students were classified based on their achievements and perceptions. Subsequently, their motivation levels were assessed. Finally, the effects of students' perceptions of the teachers' beliefs and strategies in teaching the English course on students' motivation and achievement were determined.

Teachers' Beliefs and Strategies in Teaching the English Course

Teachers' beliefs about teaching the English course examined in this study reflect the extent to which the lecturers consider various teaching strategies important and beneficial for the compulsory English course at the university. In contrast, teachers' strategies refer to how frequently they implement these strategies in their teaching practices. The mean scores of each item, ranging from 1.00 to 5.00, were used to categorize the level of each item. There are five levels: Very High, High, Middle, Low, and Very Low. The results can be explained as follows.

In teaching speaking skills, 13 of the 15 items (simulation, role-play, free talking, group discussion, peer share idea, topic-based presentation, debate, brainstorming, storytelling, reporting, picture narrating, picture describing, and creative task) were categorized as high, with the scores between 3.75 and 4.42. The remaining two items (audio-based presentation and drilling) were in the middle category (scores between 3.42 and 3.50). This indicates that the lecturers had a strong belief in teaching the English course using 13 of the strategies, while their understanding of the remaining two strategies was average. In general, their beliefs were in the 'high' category with a mean score of 3.96. However, in the implementation, not all of these beliefs came into practice as their teaching strategies; only four items were in the 'high' category (simulation, free talking, debate, and brainstorming), while the remaining 11 items were in the middle category. Although the mean score of the teachers' teaching strategies was 3.65, categorized as 'high' too, teachers' beliefs could not consistently be implemented as strategies in teaching speaking skills to the students enrolled in the English course.

In teaching writing skills, there was a noticeable gap between teachers' beliefs and teaching strategies. The mean score for teachers' beliefs was 3.72, while the mean score for their teaching strategies was 3.22. All items related to teachers' beliefs scored high, whereas all items for teaching strategies fell into the middle category. This suggests that while teachers believe in the usefulness and importance of different strategies in teaching writing, they could not consistently implement their beliefs in classroom instructions.

In teaching reading skills, four of the five items of teachers' beliefs (silent reading, skimming, scanning, and reading comprehension) scored lower than their implementation as teaching strategies; however, they were in the same category (i.e., high). This indicates that while the teachers have strong beliefs in the reading strategies, their implementation of these strategies was even more apparent than their beliefs in them. The only item where teachers' beliefs scored higher than their teaching strategies was teaching through reading aloud. This indicates that the teachers did not implement this strategy as consistently as they believed in its relevance. The mean score for teachers' beliefs was 4.02, compared to 3.92 for teaching strategies, which reflects a minimal difference. Overall, this confirms that teachers consistently translated their beliefs into strategies for teaching reading skills.

All three items concerning teachers' beliefs in teaching listening skills had an average score of 4.31 and were categorized as very high. However, only two items were implemented as the teachers' teaching strategies (scored as high): songs and YouTube/English video clips. Using multimedia books scored in the middle category. This indicates that teachers' beliefs in teaching listening were only partly implemented as teaching strategies in class.

For teaching grammar, all items related to teachers' beliefs were categorized as high. However, only two items in their teaching strategies were categorized as high, while the remaining four items scored in the middle category. This suggests that although the teachers have strong beliefs in the six concepts of teaching grammar, they beliefs were not fully translated into classroom practices for teaching grammar.

For teaching vocabulary, teachers' beliefs scored higher than their teaching strategies. Five of the six belief items were categorized as high, with only 'Making graphic morphemic analysis' scoring in the middle category. In contrast, five of six teaching strategy items scored in the middle category, with only 'To enrich vocabulary, present vocabulary through teaching activities' categorized as high. This highlights a gap between teachers' beliefs in the importance and usefulness of vocabulary teaching strategies and the teachers' implementation of these strategies.

Table 2. Summary of teachers' beliefs and strategies in teaching the English course

Teachers' Beliefs			Teaching strategies		
Language skills and components	*M*	Cat.	Cat.	*M*	Language skills and components
Speaking skills	3.96	H	H	3.65	Speaking skills
Writing skills	3.72	H	M	3.22	Writing skills
Reading skills	4.02	H	H	3.92	Reading skills
Listening skills	4.31	VH	H	3.44	Listening skills
Grammar	3.86	H	H	3.54	Grammar
Vocabulary	3.81	H	M	3.16	Vocabulary
Total score	23.68			20.93	Total score
M	3.94	H	H	3.48	*M*

Note. Cat. indicates the categories: VL (very low) = 1.00–1.80; L (low) = 1.81–2.60; M (middle) = 2.61–3.40; H (high) = 3.41–4.20; VH (very high) = 4.21–5.0.

Table 2 summarizes the analysis results based on the six indicators of teachers' beliefs and teaching strategies in the compulsory English course. The data revealed that all indicators of teachers' beliefs were categorized as high, with a mean score of 3.94. This suggests that teachers had strong beliefs in the value and relevance of different activities for teaching language skills and language components in the English course. However, their responses to the questionnaire on teaching strategies indicate that not all beliefs were consistently implemented into practice as they needed to adjust their strategy based on the learning context. Only three indicators (teaching speaking skills, teaching reading skills, and teaching grammar) scored high in both teachers' beliefs and teaching strategies. The three remaining indicators (writing skills, listening skills, and strategies for vocabulary) scored in the middle category for teaching strategies. This indicates that teachers' beliefs were not always effectively translated into classroom practices in the English course.

Students' Perceptions of Teachers' Beliefs and Teaching Strategies

Table 3 summarizes the students' perceptions of their teachers' beliefs and strategies in teaching the English course.

Table 3. Students' perceptions of teachers' beliefs and teaching strategies in teaching the English course

Teachers' Beliefs			Teaching strategies		
Language skills and components	*M*	Cat.	Cat.	*M*	Language skills and components
Speaking skills	3.5	P	P	4.1	Speaking skills
Writing skills	3.5	P	P	4.1	Writing skills
Reading	3.5	P	P	3.8	Reading skills
Listening skills	3.0	Neu	P	4.0	Listening skills
Grammar	4.0	P	P	4.0	Grammar
Strategies for vocabulary	3.6	P	P	3.9	Vocabulary
Total score	21.1			23.9	Total score
M	3.5	P	P	3.98	*M*

Note. Cat. indicates the categories: SN (strongly negative) = 1.00–1.80; N (negative) = 1.81–2.60; Neu (neutral) = 2.61–3.40; P (positive) = 3.41–4.20; VP (strongly positive) = 4.21–5.0.

Table 3 indicates that students were aware of their teachers' beliefs, denoted by the positive scores for each indicator and the mean score of 3.5. The students also recognized that their teachers implemented their beliefs through teaching strategies, as indicated by the positive scores reported, with a mean score of 3.98 for the students' perception of teachers' teaching strategies. Although both perceptions were in the positive category, the mean score gained for teachers' teaching strategies (3.98) was higher than that for teachers' beliefs (3.5). This suggests that students agreed their teachers had strong beliefs in various English teaching strategies, as reflected in their classroom practices. However, their perceptions of the effectiveness of these strategies were even stronger. In other words, the students positively perceived both their teachers' beliefs and strategies in teaching English, with a stronger emphasis of the effectiveness of the teaching strategies.

Students' Levels of Achievements in Learning English

The data on the students' achievements were gained from the lecturers' final scores, which indicated the students' learning outcomes in the English course. The results are shown in Table 4.

Table 4. Students' achievements in learning English

Category	Frequency	Total scores	Highest score	Lowest score	*M*
≥ 80 (High achievers)	79	6676.75	95.4	80	84.5
< 80 (Low achievers)	71	5304.17	79.9	39	71.9
Total	150	11980.92	95.4	39	79.9

Based on the final class scores, students were categorized into two groups: high achievers (scores ranging from 80–95.4) and low achievers (range 39–79.9). The high achievers outnumbered the low achievers. The mean score for the low achievers was 71.9 (scores ranging from 39–79.9), while the mean score for the high achievers was 84.5.

Students' Motivational Levels in Learning English

There are six indicators of students' motivation in learning English based on Ur (2000): positive task orientation, ego involvement, need for achievement, high aspiration, goal orientation, perseverance, and tolerance of ambiguity. Three data types are derived from the questionnaire on students' motivation: the motivational levels of all students, high achievers, and low achievers. The summary of students' motivation scores in learning English is shown in Table 5.

Table 5. Students' motivational levels in learning English

Category	Students' motivation			
	Total scores	Highest score	Lowest score	*M*
High achievers (*n* = 79)	4,242	121	79	103.5
Low achievers (*n* = 71)	3,933	120	78	95.9
All students (*N* = 150)	14,820	121	78	98.8

The average motivation score for all students was 98.8 (scores ranging from 78–121). The mean score for low achievers was 95.9 (78–120), while the mean score for high achievers was 103.5 (scores ranging from 79–121). This indicates that high-achieving students demonstrated higher levels of motivation compared to low-achieving students.

Effects of Students' Perception of Teachers' Beliefs and Teaching Strategies on Students' Motivation and Achievement

The analysis revealed that students' perceptions of their teachers' beliefs and teaching strategies in the English course had a significant effect on their motivation and achievement. Table 6 presents the results of these perceptions in relation to students' achievement in learning English in the course.

Table 6. Summary of students' mean scores of perceptions, motivation and achievement

Category	Students' perceptions of teachers' beliefs	Students' perceptions of teaching strategies	Students' motivation	Students' achievement
High achieving students	4.16	3.81	103.5	86.9
Low achieving students	3.89	3.63	95.9	71.9
All students	3.50	3.98	98.8	79.9

The mean scores shown in Table 6 indicate that both categories of students had positive perceptions of their teachers' beliefs and teaching strategies, but the mean scores of high-achieving students were higher than those of low achieving students. This indicates that students' perceptions align with their achievement.

Moreover, the statistical analysis of the effects of students' perceptions of teachers' beliefs and teaching strategies on students' achievement revealed an F value of 22.926, which is significantly higher than the critical F value (2.67). The calculated p-value was < 0.001, which means that there is a significant combined influence of students' perceptions of teachers' beliefs (variables X1) and teaching strategy (variable X2) on students' achievement (variable Y). Furthermore, students' high level of motivation, stemming from their positive perceptions, contributed to their achievement, as they felt supported by the course lecturers. Therefore, students' perceptions of teachers' beliefs and learning strategies had a significant effect on students' achievement in learning English. Students' motivation and learning achievement increase in proportion to their positive perception of teachers' beliefs and teaching strategies.

Discussion

This study found that, in general, teachers' beliefs and teaching strategies in the context of teaching the English course were categorized as high, with mean scores of 3.94 and 3,48, respectively. This confirms that the teachers' beliefs influenced their teaching strategies in the English course. These findings align with Rajabi (2018) who identified the typical relationship between teachers' beliefs and classroom practices. In addition, Nation and Macalister (2010) stated that what teachers do in the classroom, including their teaching strategies, is partly shaped by their beliefs about the teaching and learning process. Similarly, Gilakjani and Sabouri (2017) found that teachers' beliefs affect their awareness, attitudes, and teaching methods.

However, the two mean scores were unequal. The lecturers had strong beliefs in various strategies to teach the English course, especially for listening skills, in which they scored 4.31 (categorized as very high). Nevertheless, these beliefs were not always reflected in teachers' teaching strategies as the main scores in each domain of the strategies were consistently lower than those of teachers' beliefs. This discrepancy might be due to teachers' considerations of learning contexts. Graves (2000) also mentioned that teachers hold beliefs about language, learning, learners, and teaching; however, what a teacher does in practice occasionally contradicts what he or she believes. In their role, teachers decide the relevant knowledge and skills for students to learn, inform them, provide models or examples, and support students in internalizing them. In the process, the implementation of teaching strategies may not always align with teachers' beliefs. Other studies highlight several external factors that can limit the use of teaching strategies, including inadequate campus facilities and infrastructure (Mbhele et al., 2024), difficulty in managing the class (Nia & Fithriani, 2023), limited teaching time (Susanto et al., 2022), and challenges in addressing students' diverse characteristics (Putri, 2019). While teachers' beliefs may strongly influence their teaching strategies, external factors may also cause teachers to not fully adopt their beliefs as teaching strategies.

This study also found that students positively perceived their lecturers' beliefs and strategies in teaching the English course. Similarly, other studies have reported similar findings (see Fatsah

& Purnama, 2022; Munfadlila, 2022; Mushaathoni & Cekiso, 2022; Noviyenty et al., 2022). In general, the students in this study acknowledged that the lecturers had reflected their beliefs in various strategies for teaching English through their classroom practices. However, for listening skills, the students' perceptions of the teachers' beliefs and strategies were less strongly positive. Referring to the first finding, this may happen because the students evaluated the lecturers' competency in teaching listening based on their experiences in acquiring listening skills, reflected in the strategies used by the lecturers.

Regarding students' achievement levels, 52.67% of the students were categorized as high achievers, with a mean score of 84.5, while the low achievers had a mean score of 71.9. This resulted in an achievement gap of 12.6. The findings also indicate that the high achieving students demonstrated higher motivation for learning than the low achievers. This aligns with the idea that a high level of learning motivation encourages the students to learn better, and as a result, they achieve more. As Riswanto and Aryani (2017) note, the more motivated the students are, the higher their achievement in learning.

The last finding of the research indicates that students' perception of teachers' beliefs and teaching strategies used in the English course significantly affected their learning motivation and achievement. Data analysis revealed that students with more positive perceptions of their teachers' beliefs and teaching strategies were more motivated to learn and achieved more than those with less positive perceptions. This outcome is in line with research findings from other researchers, such as Wayne and Youngs (2003), Shams (2009), and Riswanto and Aryani (2017) who found that motivation affects students' language achievement. More specifically, Yuniar (2021) found that students' perceptions have impact on their learning motivation. In addition, Li (2012) found that teachers' beliefs strongly influence learner development in English ability. An effective teaching strategy will affect students' achievement (Yildirim et al., 2019).

CONCLUSION

From the results and discussion above, several points can be highlighted. First, English lecturers generally hold strong beliefs regarding teaching the compulsory English course. Second, while it is true that teachers' beliefs assist teachers in applying their teaching strategies, external factors may hinder lecturers from fully implementing their teaching beliefs into teaching strategies. Third, both low achieving and high achieving students maintain positive perceptions of both their teachers' beliefs and teaching strategies, albeit to varying degrees. Fourth, high-achieving students demonstrated more positive perceptions and higher levels of learning motivation compared to the low-achieving students. To conclude, students' perceptions of teachers' beliefs and teaching strategies significantly influence their motivation and achievement in learning English as a compulsory course at UNP.

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APPENDICES

Link to Appendices 1 to 5:

https://drive.google.com/file/d/1gO0l4FpSB8oIg6u0HxQKcbN99X5NKKN2/view?usp=drive_link