

## CHAPTER II

### REVIEW OF THE LITERATURE

This chapter would be presenting two part of discussion; there are theoretical framework and previous studies. Theoretical studies comprise some related theorists of the study while previous studies are presenting similar studies that have been done before.

#### 2.1 Theoretical Framework

In this chapter, the researcher would explain about English as foreign language classroom (EFL), learners' belief, beliefs, belief about vocabulary, vocabulary learning and vocabulary strategies, the importance of learners' belief, then relevant study of belief about vocabulary learning.

##### 2.1.1 English as Foreign language (EFL)

EFL stands for English for Foreign Language or a term used to describe learning English by non-native speakers in countries where English is not the dominant language or English is not a colloquial language in the countries and they studying English to prepare for a future career or a more international job, or to continuing studies at foreign universities.

Zeldin and Pajares (2000) indicate that students usually do not participate in learning tasks that they believe they are not good at. Also, beliefs about abilities influence "the choices they make, the effort they make, their propensity to stick to certain tasks, and their resistance to failure". As Horwitz (1999) points out,

research on learners' beliefs sheds light on how and why select various approaches to language learning.

A fundamental question is how EFL learners' self-concepts and beliefs are shaped. In this regard, various theoretical viewpoints are asserted about how beliefs come into existence. There is also a mixed approach to learners' beliefs which relies on both a socio-cultural and cognitive approach. This is so called socio-cognitive approach holds a mediate position by considering beliefs and concepts as a joint product of individuals' cognition and the social milieu in which such psychological states are formed.

### **2.1.2 Learners' Belief**

Learners' beliefs about learning a foreign language have been investigated for decades, as language learning is often seen as merely involving translating, grammar learning, and vocabulary learning (Horwitz, 1985b). A lot of studies that investigate learners' beliefs have been widely conducted and they highlight various findings. Learners' belief can be defined how students' expectations towards their learning situation, and it is also learner beliefs can affect the actual performance of the people in the area that the learning takes place (Prof & Ersel, 2016). Learners' belief is a means of understanding learners' expectations of success in and satisfaction with a learning activity (Horwitz, 1988). Then, Wenden (1986) defines learner beliefs as "opinions which are based on experience and the opinions of respected others, which influence the way they act". In this sense, learner beliefs about foreign language learning and teaching incorporate understandings and experiences which are likely to inform their (Alghazo, 2015).

Therefore, learners' beliefs may, however, interact with their vocabulary learning strategies to become reflective learners. Learners' beliefs about vocabulary may have some consequences on applying vocabulary learning strategies in effective way. The stronger their beliefs, the better consequences, which may lead to their best use of strategies in vocabulary learning practices (Hadi & Guo, 2020). Then, if the learner's beliefs are consistent with accepted good learning practice, or at least the practices of the current learning setting, hence the effect of beliefs tend to be beneficial, and learning outcomes are positive. However, if the learner's beliefs are inconsistent with good learning practices or by the practice of instruction, the effect of that belief more likely to be negative. It is said that students' beliefs cause them to approach a specific language learning tasks differently and take into account individual differences observed even among learners with similar language abilities (Mori, 1999).

The other research conducted the effect of learner beliefs on learning is apparent to exist independently of one's ability to learn. In other words, students' beliefs about learning in general and their ability to study has a different effect on their learning; thus, positive belief can compensate for one's limited abilities. students who believe that intelligence can be increased, for example, can eventually outperform those who were originally equal or even superior excel in ability but believe in intelligence remains (Diener & Dweck, 1980; Dweck & Leggett, 1988). Likewise, those who believe in them own ability to control important aspects of learning tends to be more persistent in challenging learning situations than those who are don't (Bandura, 1993; Chapman & Tunmer, 1995;

Deci, Vallerand, Pelletier, & Ryan, 1991; Graham, 1991; Pajares, 1996; Ryan & Pintrich, 1997; Schunk, 1989). Thus, it is likely that the specific beliefs Specifics about language learning may also have a unique effect on use of specific language learning strategies, in addition about talent or language skills

When learners make strategic choices, the reasons for their choices often remain hidden by their instructor. One of the reasons for selecting student strategies may be because of that learners believe certain behaviors are more effective than others. Wenden and Rubin (1987) asserts that students' beliefs about learning influence diversitystrategies used and their ability to use them effectively. Complex mix of languages learner experiences, expectations, metacognitive knowledge, and beliefs act as "powerful filter of reality" (Arnold, 1999, p. 256), and is reflected in what learners do to manage their learning.

The significance of learner beliefs can be linked to many processes and outcomes SLA, including students' use of language learning strategies, student anxiety, independent learning, and discrepancies between teacher and student expectations class (Kajala & Barcelos, 2003). Weinstein and Mayer (1986) stress that learning strategies are intentional on the part of the learner, have learning facilitation as a goal, influence the ways of selecting, organizing and integrating new knowledge, and can affect the learner's motivational or affective state.

Understanding learner beliefs – including beliefs about the time needed to attain fluency, the relative difficulties of languages, the right age to start language learning, the roles of grammar, vocabulary and communication in language learning and other aspects of the learning process – in this context is essential,

since it has been noted that successful learners develop insightful beliefs about language learning processes, their own abilities, and the use of effective learning strategies, which have a facilitative effect on learning (Franklin-Guy, 2006; Yang, 1999). On the other hand, students can have ‘mistaken’, uninformed or negative beliefs, which may lead to a reliance on less effective strategies, resulting in a negative attitude towards learning experiences, classroom anxiety, and negative self-concepts (Frugé, 2007; Horwitz, et al., 1986; Huang, 2006). as Horwitz (1985, 1987, and 1999) emphasized that understanding students' beliefs is important because it helps the teacher to understand the learner's approach to language learning and the learner's use better learning strategies, so they can plan language instruction appropriately.

Previous studies have shown that learners’ beliefs constantly evolve in accordance with learners’ previous experiences in the learning process (Horwitz, 1985; Peacock, 1999; Yang & Kim, 2011). As proposed by some researchers those students’ negative beliefs can inhibit their learning process and persistence in language learning. Learners ‘beliefs possibly change depending on context and learners’ private experience (Horwitz, 1985; Mantle-Bromley, 1995). It means, those the environment in which learners live and learn as well as their personal experiences contribute to change their belief in learning a foreign language. Learners beliefs about language instruction as a whole have found that these beliefs have a great impact on learners’ achievements in language classrooms (Alghazo, 2015).

### 2.1.3 Beliefs

Despite its popularity, the term belief has not received a consistent and unified definition yet. Various authors and researchers have defined the term differently. Kuntz (1996) state belief consists of notions about what language is and how it is learned. Banya and Cheng (1997) state belief that opinions about how language is learned can be called beliefs. White (1999) state belief that world is seen and understood through the lens of beliefs and beliefs play an instrumental role in defining classroom behavior and people's understanding of themselves is shaped by their beliefs. On other hand, Borg (2001) state a more comprehensive definition for belief can be either conscious or unconscious, is accepted as truth by people. Therefore, brings emotive commitment with it and guides thoughts, behavior and functioning. Based on this definition, it can be concluded that students and teachers do not invest their efforts and energy on unless something is in line with their beliefs (Amiryousefi, 2015).

Beliefs are not only influential in person's life, but also process of learning (Fazilatfar, Harsej, & Heirati, 2014). In learning a foreign language, the role of beliefs in every individual learner is pivotal because they can affect the learning direction and provided that they are properly treated, beliefs would facilitate learning process. Bernat (2006) found that the beliefs held by participants in Australia and America context is similar across all categories. Students who have unrealistic beliefs are reported more anxious; and more advanced learners reported having a more realistic or positive beliefs.

The process and result of learning are affected by learners' beliefs (Ellis, 2008). Ultimately, it would contribute to the success of learning the target language. Beliefs are also very powerful in human beings' behavior and lives. Beliefs can make human beings love and live or hate and fight with each other (Fisherbein & Ajzen, 1975; Ajzen, 1988; Bernat & Gvozdenko, 2005). Beliefs would facilitate learning process. The process and result of learning are affected by learners' beliefs (Ellis, 2008). Ultimately, it would contribute to the success of learning the target language (Iswati, 2019).

In language learning, beliefs are seen as an individual variable that is neither ability nor trait-like tendency (Ellis, 2008). Studying learners' beliefs cannot be separated from the self-efficacy theory. Self-efficacy is how people perceive their ability to set a certain degree of performance on events that influence their life (Bandura, 1998). According to Bandura (2011) state efficacy beliefs that consist of cognitive, motivational, emotional, and decisional processes play a big role in a way that they can affect people's behavior, whether they would become pessimist or optimist, in self-improving or self-undermining ways.

These beliefs can be identified as the individual differences in the style of language learning, which are formed as a result of the genetic traits, inner personality, upbringing styles and outer environmental conditions, and which also dynamically update themselves according to the rapidly evolving conditions (Matsumoto, Hiromori, Nakayama, 2013). There are different beliefs about how a foreign language can be learnt. For instance, some individuals' belief that they would learn the language better in its natural environment, which are the countries

that the language is spoken as the native language. However, on the other hand, some believe that learning a language abroad would be so stressful for them and the language can best be learned in one's own country, together with the people who are also new learners of the language. Similarly, some believe that learning a language more depends on a natural tendency that comes at birth, and if you do not have that natural tendency, it is not possible for you to be a perfect learner and speaker of that language. Oppositely, others believe of students about learning language that learning a language depends on your ambition, determination and on the effort that you spent. Some people focus on learning a language theoretically, by emphasizing the usage of grammar, vocabulary, etc. While, the others believe of students that focusing more on the practical usage of the language such as listening others and speaking (Prof & Ersel, 2016). At that point, it would be appropriate to say that more specific beliefs also exist, such as women are better at language learning, or language can only be learned in the early ages of childhood, etc (Richards & Rodgers, 1986).

#### **2.1.4 Belief about Vocabulary Learning**

The importance of vocabulary or vocabulary problems has been mentioned among other beliefs about language learning in many studies, there has been less research that explores learners' beliefs about acquisition of vocabulary in particular. Wessels (2011, p.46) claims belief about vocabulary knowledge is essential to students' academic success. If students do not understand the meaning of the words in the text, they would have difficulty understanding the content. As Ghazal (2007, p.84) states that vocabulary learning is one of the major challenges



foreign language learners face during the process of learning a language (Shadikah, Fauziati, Supriyadi, 2017).

A few studies about vocabulary Learning Beliefs found correlations between vocabulary learning beliefs, vocabulary learning strategies, and learning outcomes (Gu & Johnson, 1996; Moir & Nation, 2002; Li, 2011). As maintained by Heidari (2012) stated discovered a relationship between learners' self-efficacy beliefs and their use of vocabulary learning strategies. One more direction of research in this area is beliefs about rote learning of vocabulary (X. Li, 2004; Rashidi & Omid, 2011). The results of these studies show that in some Asian cultures, students beliefs that rote learning can be effective for memorizing vocabulary (Heidari-shahreza, 2014). On the other hand, researchers who strongly belief about vocabulary is an important part of language which is central to the development of other language skills and language proficiency, and an inadequate knowledge of vocabulary would act as an obstacle in using that language (Schmitt, 2010; Alderson, 2005). English language proficiency depends on the EFL learners' knowledge of vocabulary, as well as native speakers. (Afzal, 2019).

Learning vocabulary is an important and inspirable part of learning a language. Whenever we want to communicate with other people using a language, we should have mastered a stock of words (vocabulary) related to the topic spoken with the aim that vocabulary is one of the components which support the speaker in communication. In other words, vocabulary plays a very important role in developing the four-language skill (Rizki, Rukmini, Sutopo, 2013).

Therefore, In a complex network of variables, the beliefs students usually have form are beliefs about the nature of language, about the task of learning language, about possible outcomes, and about the strengths and limitations of the learner's personal language learning (Sakui and Gaies, 1999). For example, a student who believes that learning is seconds a language that involves learning new vocabulary will take up most of his time and energy vocabulary mastery, or adults who believe in the superiority of younger learners may start language learning with fairly negative expectations in the end success. Such expectations can have an unintended effect on the student's perspective when they enter the language classroom and their own progress may lag because of this preconceived type of schedules and arrangements (Horwitz, 1988).

In addition, Cotteral (1999) looks at learners' beliefs about language learning as individuals' characteristics whose investigations are useful in making teachers aware of different students type that needs to be accommodated. Thus, to investigate the student effect belief in language learning, it is necessary to detect interpretable learner dimensions beliefs, confirm the independence of the identified dimensions, and explore the effects of each of the factors of trust in language learning (Mori, 1999).

In Gu and Johnson's (1996) study and the replication studies (Subasi, 2007; Yang, 2006; Zhang, 2005), beliefs being addressed were focused on learners' opinions about the best way to approach vocabulary learning. These opinions were grouped into three clusters: rote memorization, incidental acquisition and intentional study and use.

Studies on students' beliefs about pronunciation and vocabulary instruction are even rarer (Simon & Taverniers, 2011a). An exception is a study by Cenoz and Lecumberri on learners' awareness of the difficulty and importance of English pronunciation and their beliefs about factors that influence the acquisition of pronunciation. The results of their study on Spanish and Basque L1 speakers learning English revealed that all learners consider pronunciation to be difficult but important and their beliefs that ear training and contact with native speakers are the factors which influence the learning process most.

#### **2.1.5 Vocabulary Learning and Vocabulary Strategies**

Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language (Cameron, 2001). Vocabulary can be defined as " words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (Neuman & Dwyer, 2009). However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea (Alqahtani, 2015). A useful convention is to cover all such cases by talking about vocabulary "items" rather than "words" (Alqahtani, 2015).

Vocabulary learning is widely regarded as a very important task for second language students in improving their linguistic competence (Brown & Perry, 1991). A teacher can have a very real impact on the development of children's vocabulary knowledge. Vocabulary teaching cannot cover all the words needed by students for communication, while strategy teaching can help students in

developing autonomous word learning competencies (Graves, 1987). Substantial emphasis on vocabulary learning strategies helps students become independent language learners inside and outside class. Among the numerous vocabularies learning strategies, guessing from context is held to be the most useful one. However, some studies (e.g. Pressley *et al.* 1987; Kelly 1990) indicate that learners seldom guess the correct meanings. In this approach, therefore, teachers guide students to use this strategy effectively and give them opportunities to practice the skill in class

Vocabulary is one of learning in English. Students who want to learn a target language, in this case English, of course, have to learn those elements (Rizki, Rukmini, Sutopo, 2013). Vocabulary is all the words that received by persons incidentally or intentionally through indirect exposure to words explicitly instruction to specific word and word learning strategy (Setiyaningsih, 2009). Vocabulary is also considered as the cornerstone of literacy and when people think of language they almost always think of words (Beck & McKeown, 1985; Stubbs, 1986). Vocabulary learning helps acquire language, develop the learners' reading proficiency, and is beneficial for reading comprehension (Tozcu & Coady, 2004). Learning the vocabulary encompasses four stages: discrimination, understanding meaning, remembering, and consolidation and extension of the meanings. First, the discrimination stage involves distinguishing sounds and letters. It helps in speaking, listening, reading, and writing because by distinguishing sounds, the learners pronounce words correctly and understand them when they read or hear. Secondly, understanding meaning involves

understanding the concept of words by relating them to their referents. Thirdly, the remembering stage consists of the ability to retain the meanings. Fourthly, the consolidation and extension stage refer to learning new vocabulary and its integration in the learners' vocabulary system (Grauberg, 1997).

Words are the building blocks of language. By studying lexical items, we begin to develop knowledge of the target language. Based on our experience as language learners, we don't seem to hesitate to acknowledge the importance of vocabulary in L2 learning. Meara (1980) shows that language learners recognize that they experience considerable difficulty with vocabulary even as they progress from the early stages of second language acquisition to a much more advanced level. Language practitioners have also reached a high level of consensus regarding the importance of vocabulary. Findings in Macaro's (2003) survey indicate that secondary language teachers perceive vocabulary as the topic they most need to research in order to improve teaching and learning in their classrooms. Therefore, it can be claimed that the role of vocabulary in L2 learning is immediately recognized and the implications for teaching from substantial research are urgently needed.

The concept of learning strategies is widely used in SLA, but there is no single generally accepted definition of it (Takač, 2008). Different researchers define strategies differently, according to their research interests and foci. Oxford (1990) states that learning strategies are all behaviours and actions that learners use to make language learning more successful, self-directed, and enjoyable. Ellis (1995) defines a strategy as a mental or behavioural activity related to some

specific stage in the process of language acquisition and use. Cohen (1998) stresses that strategies are processes, which are consciously selected by learners to enhance the learning or use of the L2. Purpura (1999) says believes that all conscious and unconscious activities used in language learning, use, or testing can be called learning strategies. Some scholars (Chamot, 1987; Stern, 1986) make a distinction between strategies as more general approaches to learning, and techniques or tactics as specific actions performed at a specific time. Research on language learning strategies has revealed differences between more and less effective learners' use of strategies. More successful learners have been found to employ strategies more consciously, more appropriately, and more frequently than do less successful learners (Oxford & Nyikos, 1989).

Much research was done on vocabulary acquisition and learning strategies before the results of their crossbreeding—vocabulary learning strategies—came to the attention of SLA researchers (Schmitt, 1997). The fact that learners' vocabulary needs often exceed learners' ability to acquire a large number of new words has stimulated research on how vocabulary learning strategies can help learners (Nyikos & Fan, 2007)

Although the importance of vocabulary or vocabulary problems has been mentioned among other beliefs about language learning in many studies, there is little research exploring learners' beliefs about vocabulary acquisition specifically. Several studies (Gu & Johnson, 1996; Moir & Nation, 2002; Li, 2011) found a correlation between vocabulary learning beliefs, vocabulary learning strategies, and learning outcomes. Heidari et al. (2012) found a relationship between

learners' self-efficacy beliefs and their use of vocabulary learning strategies. Another research direction in this area is beliefs about vocabulary memorization (Li, 2004; Rashidi & Omid, 2011). The results of this study indicate that in some Asian cultures students believe that rote learning can be effective for memorizing vocabulary, but what they understand to be rote learning involves more complex practices and strategies than previously thought.

Studies of the vocabulary-learning strategies used by L2 learners have demonstrated that learners differ in the range of strategies they use and in the effectiveness with which they apply those strategies (Gu & Johnson 1996; Lawson & Hogben 1996; Schmitt1997). There are many studies researching the effectiveness of particular vocabulary learning strategies, such as memory-based strategies, inferencing strategies, incidental vocabulary learning from reading, or consulting reference sources. Many studies show that the conscious and coordinated use of such learning strategies is associated with language achievement and proficiency (O'Malley & Chamot, 1990). However, most research has focused on specific vocabulary learning strategies used by learners of English as a second or a foreign language. There is a lack of research on learner-selected strategies, especially in languages other than English. Very little is known about the self-selected vocabulary learning strategies that learners of Russian language in American universities actually use in and out of the classroom.

In the area of vocabulary learning, Tseng, Dörnyei, and Schmitt (2006) argued that current research on learning strategies suffered from “definitional fuzziness” (p. 79), and the most popular questionnaires for assessing strategy use

(Vocabulary Learning Questionnaire, Gu and Johnson, 1996; Vocabulary Learning Strategies, Schmitt, 1997) do not measure the quality of such use, given that using many strategies may not mean that the learner is a successful strategy user. Tseng et al. (2006) proposed a new approach to assessing strategic learning, based on the concept of *self-regulation*. They suggested that focus on particular strategies and techniques (outcomes of strategic learning) should be replaced with the focus on the learners' inherent self-regulatory capacity that drives their determinations to find and apply actual strategies.

As mentioned by Shadika, Fauziati, Supriyadi (2017) states were six strategies applied by male and female learners in learning new vocabularies. Those were guessing strategies, dictionary strategies, note-taking strategies, memory strategies rehearsal, memory strategies encoding, and activation strategies. Regarding to these findings, female learners tend to applied most strategies rather than male learners did. Female learners applied dictionary strategies more often rather than other strategies. This effected on their vocabulary mastery. The more the applied vocabulary learning strategies, the better the vocabulary mastery they got.

As for the indicators in this analysis, vocabulary help produce at least four factors in the questionnaire data, such as; contextual mastery and use of vocabulary (contextual use), words have a fixed meaning (fixed meaning), words must be learned by list (list learning), and words must be memorized repeatedly (repetition)(Gao, 2011).



### **2.1.6 The Importance of Learners' Beliefs**

The importance of learners' beliefs is now generally recognized in the field of applied linguistics. Since various studies have shown that there is a connection between learners' beliefs and the strategies they use as well as their relative success at acquiring the target language (Horwitz, 2002).

Research on language learning beliefs does not have a long history in the field of SLA, although it is not new in the fields of psychology and anthropology. Interest in students' beliefs about L2 acquisition emerged from research on learner strategies (Kalaja, 1995).

Research also suggests that beliefs heavily influence teachers and students' pedagogical practices in the classroom (Borg, 2003; Gregersen & Horwitz, 2002; Mangubhai et al., 2004; Mohebi & Khodadady, 2011; Riley, 2009). For example, language learners have beliefs about the nature of language and language learning which are formed based on their attitudes, experiences and expectations. Differences in beliefs can make language learners approach learning tasks differently despite their similarities in language proficiency (Riley, 2009). Beliefs are also considered to have effects on students' personal attributes such as anxiety and motivation and are the cause of individual differences in educational settings (Gregersen & Horwitz, 2002; Mohebi & Khodadady, 2011). Understanding learners' belief is important to help teachers can raise their awareness about their students' expectations and approaches to language learning and then try to correct those beliefs which are inaccurate and unrealistic and to plan their instructions based on those which are realistic and accurate (Mohebi & Khodadady, 2011).

Otherwise, there would be mistrust and reluctance on the part of the students and ultimately a breakdown in teach (Riley, 2009). Riley (1996) claimed that what learner's belief "will influence their learning much, much more than what belief, because it is their beliefs that hold sway over their motivations, attitudes and learning procedures"

## **2.2 Relevant Study**

Learners' belief can be defined how students' expectations towards their learning situation. and it is also learner beliefs can affect the actual performance of the people in the area that the learning takes place (Prof & Ersel, 2016). Learners' belief is a means of understanding learners' expectations of success in and satisfaction with a learning activity (Horwitz, 1988). Learners' beliefs about vocabulary may have some consequences on applying vocabulary learning strategies in effective way. The stronger their beliefs are the better consequences, which may lead to their best use of strategies in vocabulary learning practices (Hadi & Guo, 2020).

Based on the other study by Ellen and Miriam (2011) conducted belief research on three skills grammar, pronunciation, and vocabulary of students in English at a Belgian University. The results of this study indicate several things; First, the researcher describes the results about the importance and usefulness of English for future professional life and general communication. Students perceive that vocabulary is different from grammar and pronunciation where significantly more vocabulary is important for efficient communication and significant vocabulary errors would lead to communication errors.

In addition, the second result is related to perceived proficiency and confidence, where learners believe that their English is very good for communication. Then the researcher also explained the results of the learners' beliefs about strategy. Students have a belief that a good strategy can improve their language.

Another research study is done by Amiryousefi (2015). The researcher explains in this study that the students' teachers' beliefs about language learning and teaching would influence teaching and learning decisions and actions in shaping their expectations and judgments about whether they are successful or not. The results of this study are vocabulary and grammar have equal importance, vocabulary should be taught directly to the student at all levels, and the use of media is helpful in vocabulary learning and strategies.

The next previous study aimed to explore the alignment between student and teacher beliefs about the strategies they use in learning English vocabulary. Two questionnaires were designed for this study, one for teachers and one for students. Each questionnaire has fifty items on vocabulary learning strategies in five main categories. The results of this study, indicate that there is a harmony between teacher and student beliefs about the learning process of teaching vocabulary about rote memorization, using multimedia using technology and dictionaries and asking for help. However, there is no harmony between their beliefs about the learning process of teaching vocabulary about guessing and contextualization. (Ta'amneh, 2015)

Furthermore, in the last decades, several researchers stated that understanding students' beliefs is very important because through understanding beliefs, teachers can increase their awareness of how students' expectations and make an approach to language learning and try to improve students' beliefs to be better (Mohebi & Khodadi 2011).

The similarity of this research with other research is conducting research related to learners' belief in vocabulary and use of strategies. Regarding, the difference between this research and other research is that some studies focus on studying learner beliefs in the three skills, and focus on studies of learner beliefs and teacher beliefs. Thus, this study focuses on how student's belief in vocabulary learning in EFL Classroom by looking at several things are; learners' feeling in vocabulary learning, learners' belief in difficulties in vocabulary learning, learners' belief in proficiency in vocabulary learning, learners' belief on the benefits in vocabulary learning, learners' belief on the strategy used in vocabulary learning, and the confidence of using English vocabulary in daily conversation.