THE CORRELATION BETWEEN BELIEF AND STUDENTS' LANGUAGE LEARNING STRATEGIES AT ENGLISH DEPARTMENT OF UNESA

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Abstrak

Penelitian ini merupakan penelitian kuantitatif yang dilakukan untuk menginformasikan strategi yang sering digunakan oleh mahasiswa Pendidikan Bahasa Inggris. Selain itu juga untuk membuktikan ada tidaknya hubungan antara kepercayaan dan strategi belajar bahasa. Subyek penelitian ini adalah Mahasiswa Pendidikan Bahasa Inggris yang menempuh kelas Literal Reading pada semester genap tahun ajaran 2015/2016., Fakultas Bahasa dan Seni Universitas Negeri Surabaya. Data diambil dari survey kuesioner. Kuestioner yang digunakan adalah kuestioner SILL versi 7.0 dan Kuestioner BALLI versi 2.0. Studi ini menyajikan informasi bahwa mahasiswa Pendidikan Bahasa Inggris semester 2 lebih sering menggunakan metacognitive dan affective strategies untuk digunakan dibandingkan dengan strategi yang lainnya. Sedangkan *memory strategy* adalah strategi yang paling jarang digunakan oleh mahasiswa. Penelitian itu juga memberikan informasi bahwa ada hubungan antara hasil kuesioner BALLI dan SILL sesuai dengan yang tertera dihasil SPSS. Hasil SPSS menunjukkan bahwa p= 0.02 dan r2 =.410, yang berarti bahwa korelasi antara kuesioner BALLI and SILL adalah siknifikan(p=.002, p>0.05).Dengan begitu, maka efek dari kepercayaan pada strategi belajar mahasiswa pendidikan Bahasa Inggris sangatlah besar (r2=.25 meliki efek yang besar).

Keywords: Pembelajaran Bahasa *, SILL,* Strategi*, BALLI,* Keyakinan, Kepercayaan

Abstract

This is a quantitative study which identifies the strategies which have been used by the English Education Students. This study is aimed to approve the relationship between Belief and Language Learning Strategies The subjects of this research are English Education Students who were registered as the students of Literal Reading Class in 2015 in academic year 2015/2016 in Language and Art Faculty of The Stated University of Surabaya, The main data was taken from questionnaire survey. The questionnaires which used are SILL questionnaire version 7.0 and BALLI questionnaire version 2.0. This study provides information about The second semester of Language Education Students used metacognitive and affective strategy more often than others strategies. While, memory strategy was the most infrequently strategy which used by the students. the result provides information that there is a correlation between BALLI and SILL questionnaires based on SPSS result. It displays *p=0.02* and *r2=.410*, which mean that the correlation between BALLI as a whole and SILL Profile is significant (*p*=.002, *p*>0.05). Thus, the effect of Belief to Learning Strategies is large effect (r2=.25 is a large effect).

Keywords : *Language Learning, SILL, Strategies, BALLI, Belief. Strategies, BALLI, Belief.*

INTRODUCTION

English is seriously learned by many people to have a good prospect in the communication and more information of international world. In Indonesia it can be seen that English is learned by children from elementary school to students of higher education. Our government seriously provides the appropriate curriculum about this subject. English education program in English Department is one of the institutions which help people to be successful in language learning.

The consideration of choosing English Education students was because this program concentrated to provide students with preparation for teaching and become English teacher.

English Education Program is designed for students who wish to pursue a career in teaching English language arts. So the students of this English Education

Program need to become a high quality teacher and a reflective teacher who committed to education of students in language for next better English teacher generation. Being a teacher means being committed to help other grown, and to provide the support and guide that are needed. Teachers should share knowledge and experience generously, in other word they have to learn alongside the students and being an equal participant in to the learning experience. With all the big responsibility to train them become English teachers, English education teachers are required to understand the strategies to improve student learning. As educator, a teacher must be wanted to help the students to be successful in language learning. By investigating English education students' beliefs about language learning, it is expected that types of the beliefs which they hold can be revealed. Understanding students' beliefs about language learning is essential because these beliefs can have possible consequences for second language learning and instruction. When language classes fail to meet students expectations, students can lose confidence in the instructional approach and their ultimate achievement can be limited. Students' learning beliefs and expectation of language learning may enhanceor slow down the learning process. Knowledge of students beliefs may be useful for teacher because when students hold erroneous beliefs, the teacher can confront them with effective ways such as providing the students with new information concerning about certain belief, to clear up some misconceptions about language learning. The learning beliefs would influence students' strategies which would be used to support their English learning. Learners with strong beliefs about the importance of vocabulary in language learning would be likely to use strategies that support vocabulary learning such as memorizing words using music lyric, making a list of new words, or practicing new words with copying actor in the movie. Researchers have suggested this relationship, that learners' beliefs about language learning would likely affect the way they use their learning strategies. Beliefs may have an effect on learning because the learners mostly engage in learning activities based on their beliefs, creating their learning strategies. Language learning strategies are steps taken by second and foreign language learners to control and improve their own language learning. Strategies are especially important because when the learner consciously chooses strategies that fit his or her learning style and L2 task at hand, these strategies become a useful toolkit for active conscious, and purposeful self regulation of learning The belief items which were taken as the variable in the correlation were selected items which can be formulated into conclusion, whether the students have strong or less beliefs about certain classification, and discussed furthering third chapter.

As the background of the analysis is specified, The research questions of this study are formulated as follows:
1. What beliefs about language learning do English Education students hold?
2. What are the learning strategies adopted by English Education students?
3. What is the relationship between the beliefs about language learning held byEnglish Education Students in English Department of Unesa and their use of learning strategies?

METHOD

This study uses a survey method which intends to collect data about the belief and the learning strategies which is used by 2nd semester students majoring in English Education Program of Language and Art Faculty in academic year of 2015/2016. There were approximately 50 students as the sample of the study. The sample was taken by using random sampling. The subjects were taken as the sample when they had answered all of the statements in the questionnaire completely. Thus, the subjects who met the requirements were 41 students. The instruments for data collection included a survey of two sets of questionnaires: background questionnaire, the Beliefs about Language Learning Inventory (BALLI) (Horwitz, 1987) and the Strategy Inventory for Language Learning questionnaire (SILL) version 7.0 (Oxford, 1990). The statistical procedures utilized in this study were operated by means of the SPSS program, including descriptive statistics, independent t-test, one-way ANOVA, the Scheffe post-hoc test and Pearson product-moment correlation. Moreover, the statistical significance was set on the level of .05 for all statistical procedures.

STUDENTS' BELIEFS ABOUT LANGUAGE LEARNING (BALLI)

There are five categories in BALLI; each of them contains statements to which the students must give their respond based on Likert-scale ranging from 1 to 5, indicating "strongly disagree" to "strongly agree". Since the BALLI does not produce a single composite score of students' responses, the overall frequencies of the total students are showed in percentage, whether the students disagreed or strongly disagreed with an item, agreed or strongly agreed with it, or were neutral about it.

The five major areas of which were described contains: difficulty of language learning, foreign language aptitude, the nature of language learning, learning and communication strategies, and motivation and expectation. Each of them is described as follows;

1.   Difficulty About Language Learning

Response Frequency for Difficulty About Language Learning

Stat No	Item description	Point Scale (%)				
		1	2	3	4	5
3	Some languages are easier to learn than others.	0	8,9	19,1	48,5	23,5

4	English is an easy language	4,8	10,7	32,4	49,2	2,9
6	I believe that I will learn to speak English very well	0	0	4,5	44,3	51,3
15	If someone spent one hour a day learning a language how long would it take for them to learn that language very well? 1. less than a year. 2. 1–2 years. 3. 3–5 years. 4. 5–10 years. 5. You can't learn a language in one hour a day.	23 33 11.5 11.5 21				
27	It is easier to speak than understand English.	7	29	14	39	11
35	It is easier to read and write English than to speak and understand it.	0	26	5	48	21

In the area of difficulty of language learning, a large number of students (91.1%) agreed that some languages are easier to learn than others. Especially about English, half of the students (52.1%) considered English to be an easy language to learn, while more than one-third of them (15.5%) considered English to be a difficult language to learn. For the duration in learning, 21% thought that no one could speak the language well by only spending 1 hour of study per day, while exactly the same small amount of students reported that it would take 3 to 5 years (11.5%) and 5 to 10 years (11.5%) to speak a language very well with one hour of daily study. Thirty-three percent believed that anyone could learn a language within 1 to 2 years with 1 hour of study daily, while the rest, 23%, believed that it would take less than a year. Yet, whatever they think about the difficulty of English or the duration, which is needed to learn English, the majority of the students (95.6%) believed that they would learn to speak English very well.

With regard to ease of skills, 50% students felt that understanding was easier than speaking, while nearly 36% students disagreed, and the rest (14%) neither agreed nor disagreed. Sixty-nine students stated that it is easier to read and write English than to speak and understand it, whereas 26% students disagreed with the idea and only 5% showed no opinion.

2. Foreign Language Aptitude

Response Frequency for Foreign Language Aptitude (a)

Stat. No	Item description	Point Scale (%)				
		1	2	3	4	5
1	It is easier for children than adults to learn a foreign language.	0	10,9	5,0	42,7	41,1
2	Some people have a special ability for learning foreign languages.	0	1.5	16,2	58,6	23,7
5	People from my country are good at learning foreign languages.	2,4	10,9	43,3	40,8	2,6
10	It is easier for someone who already speaks a foreign language to learn another one.	0	18,9	46,1	35,4	0
24	Women are better than men at learning foreign languages.	9,4	23,1	48,6	7,6	11,4
38	People who are good at mathematics or science are not good at learning foreign languages.	14,8	35,0	39,0	8,8	2.4

a. General Aptitude

The students generally endorsed the concept of special ability for language learning. Majority of the students either strongly agreed or agreed with the statement "some people have a special ability for learning foreign languages"(82.3%). They also agreed (83.8%) that children are easier to learn a foreign language than adults are. Some students (35.4%) also believed that "It is easier for someone who already speaks a foreign language to learn another one" although majority of the students did not give the straight answer and prefer to choose 'Neither agree nor disagree'. Yet, some of them (32.5%) refused to believe that "women are better than men at learning foreign languages" even though the percentage is greater than the students who accepted the statement. Nearly three-quarters (49.8%) rejected the statement that people who are good at mathematics or science are not good at learning foreign languages.

Response Frequency for Foreign Language Aptitude (b)

Stat No	Item description	Point Scale (%)				
		1	2	3	4	5
16	I have a special ability for learning foreign languages.	5,0	13,4	33,0	38,3	10,3
41	People who speak more than	0	0	8,9	34,4	56,7

	one language are very intelligent.					
42	Everyone can learn to speak a foreign language.	2,4	24,8	31,3	39,1	2,4

b.　　Personal Aptitude

Even though there are only 48.6% students who stated that they have certain ability in learning (33% showed no opinion; the rest, 18.4%, responded disagree or strongly disagree); most of them (41.5%) believe that "everyone can learn to speak a foreign language." It means that the students have sufficient confidence about their ability in learning English. Moreover, 91.1% students agreed that people who speak more than one language are very intelligent. This can be motivation for them to be able to speak English well.

3.　　The Nature of Language Learning

Response Frequency for the Nature of Language Learning (a)

Stat No	Item description	Point Scale (%)				
		1	2	3	4	5
8	It is necessary to know about English-speaking cultures in order to speak English.	1.6	8.2	11.6	56.7	21.9
11	It is best to learn English in an English-speaking country	0	7.8	11.1	28.6	52.5
13	In order to speak English, you have to think in English.	5.2	7.1	30.6	46.5	10.7
19	It is better to have teachers who are native-speakers of English.	1.6	3.7	10.6	33.4	50.8
30	Learning a foreign language is different from learning other academic subjects	2.4	7.1	14.4	57.8	18.4

a.　　Perceived value and nature of English learning

The students think that learning a foreign language is different from learning other academic subjects (76.2%) as they previously agreed that learning language requires certain special ability (see Foreign Language Aptitude). For example, in order to be successful in language learning, they felt that they have to think in English (57.2%), know about English-speaking cultures (78.6%), and even to study English in an English speaking-country (81.1%). In summary, they considered learning atmosphere as an important factor for successful language learning. In addition, they also think that

having a native speaker as their teacher (84.2%) is also a good idea.

Response Frequency for the Nature of Language Learning (b)

Stat. No	Item description	Point Scale (%)				
		1	2	3	4	5
17	The most important part of learning English is learning vocabulary words.	1.0	4.0	1.0	43.7	50.3
22	The most important part of learning English is learning the grammar.	2.0	11.0	9.5	54.0	23.5
32	The most important part of learning English is learning how to translate from my native language.	1.0	13.1	2.3	55.6	28.0

b.　　Formal Structural Learning

Concerning formal structural learning, the majority of the students (94%) feels that the most important part of learning English is learning vocabulary words. There seems to be conflicting beliefs among the students as they also placed grammar as the most important part in learning English (77.5%). However, most of them (83.6%) also think that the most important part is learning how to translate from their native language into English.

4.　　Learning and Communication Strategies

Response Frequency for Learning and Communication Strategies (a)

Stat. No	Item description	Point Scale (%)				
		1	2	3	4	5
7	It is important to speak English with an excellent accent	0	2.2	9.3	31.0	57.6
9	You shouldn't say anything in English until you can say it correctly	46.1	36.0	10.2	4.9	2.8
12	I enjoy practicing English with the people I meet	0	0	18.1	49.2	32.7
21	If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on	8.0	23.7	3.3	40.0	25.0

43	I feel timid speaking English with other people	19.0	46.4	8.6	22.1	3.9

a. Perceptions about speaking in English

The result showed that many students were concerned with the correctness of English, for nearly two-thirds (65%) agreed that it will be difficult for them to speak correctly later on if in the beginning they are permitted to make errors without correction. The majority of the students (88.6%) even agreed that it is important to speak English with an excellent accent.

Yet, most of them (82.1%) disagreed if one should not say anything in English until she can say it correctly. It means they do not feel hesitate to practice English. It is also consistent with their responses for the last statement, 65.6% students stated that they do not feel timid speaking English with other people. In addition, 81.9% students enjoyed practicing English with people they meet (0% disagreed, 18.1% showed no opinion).

Response Frequency for Learning and Communication Strategies (b)

Stat. No	Item description	Point Scale				
		1	2	3	4	5
14	It's ok to guess if you don't know a word in English	0	2.4	21.6	55.4	20.5
18	It is a good idea to practice speaking with other people who are learning English	0	0	0	29.8	70.2
23	It is important to practice with multi-media	2.4	0	16.5	73.8	7.2
26	I can learn a lot of from group activities with other students in my English class	0	2.2	8.7	60.3	28.8
29	I can learn a lot from non-native English teachers	0	6.8	18.6	61.5	13.1
31	It is possible to learn English on your own without a teacher or a class	2.4	32.8	21.9	37.6	5.3
33	Students and teachers should only speak English during English classes	14.0	6.7	14.2	47.2	17.9
34	I can find a lot of useful materials to practice English on the Internet	0	0	8.9	54.6	36.6

b. General strategies in English

The students endorsed various strategies in learning English. The vast majority of students (100%) agreed that it is a good idea to practice speaking with other people who are learning English, practice with multi-media (81%), and to guess if they do not know a word in English (75.9%). They also agreed that they could learn a lot not only from group activities with other students (89.1%) but also from non-native English teachers in English class (74.6%). Outside the class, they stated that it is also possible to learn English on their own without a teacher (42.9%) as they can find lot of useful materials to practice English, for example, from on the Internet (91.1%).

5. Motivation and Expectations

Response Frequency for Motivation and Expectations

Stat. No	Item description	Point Scale				
		1	2	3	4	5
20	If I learn to speak English very well, I will have better opportunities for a good job	0	0	9.2	39.3	51.5
25	I want to speak English well	0	0	2.0	11.4	86.6
28	I would like to learn English so that I can get to know English speakers	2.1	2.0	16.1	35.9	24.0
37	It is important to speak English like a native speaker	0	13.2	39.5	30.8	16.5
39	People in my country feel that it is important to speak English	0	15.2	18.7	44.7	21.4
40	I would like to have English-speaking friends	0	0	4.9	36.1	59.0

The students generally believed in the importance and usefulness of speaking English and expressed a strong interest in learning spoken English. Almost all of these students (98%) felt (86.6% strongly) that they want to speak English well. Over 47.3% even felt that "it is important to speak English like a native speaker."

One of the reasons may be based on their assumptions that "people in my country feel that it is important to speak English" (66.1%). A large number of these students also associated the ability to speak English with better job opportunities (90.8%); whereas over 91.1% of them associated their intention to speak English well with their interest in having English-speaking friends or even

English speakers. In brief, many students placed a very high value on the importance of learning English, especially spoken English.

STUDENTS' STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL) PROFILE

This section presents the type of learning strategies used by students, accompanied with the frequencies. This section is intended to answer the second research question. In order to investigate the learners' use of language-learning strategies, this study used the SILL ESL/EFL version 7.0. As mentioned in the previous chapter, a mean score in the range above 3.5 on all SILL items is considered to reflect high use of a given strategy, 2.5 to 3.4 indicates medium use, and below 2.4 shows low use of a strategy.

SIX CATEGORIES OF SILL

The responses of participants were categorized into those three ranges (High, Medium, and Low) based on their overall mean scores and frequency of strategy used. The categories are memory, cognitive, compensation, metacognitive, affective, and social strategies.

a.   Memory Strategies

Memory Strategies' Profile

Profile	Lowest	Highest	Total	
			Number of students	%
Low	2.3	2.3	2	5%
Medium	3	3.3	27	66%
High	3.7	3.9	12	29%
Total			41	100%

As the table reveals, memory strategies were the least used by the students. Fourty-four percent of the participant is reported as low user of memory strategies, with only 29% as high; and the rest, 66% is reported as medium. In this study, some of the strategies which were used more frequently by the students included; thinking of the relationship between what they already know and new things they learn in English (50.7%), using new English words in a sentence so they can remember them (65.2%), and reviewing English lessons (27.5%).

b.   Cognitive Strategies

Cognitive Strategies Profile

Profile	Lowest	Highest	Total	
			Number of students	%
Low	0	0	0	0%
Medium	2.9	3.4	20	49%
High	3.6	4.4	21	51%
Total			41	100%

It is seen in the table, there is only 51% of students which is reported as high, 49% is medium, and 0% is low. Some of the popular cognitive strategies used by the students were; saying or writing new English words several times (55%), practicing the sounds of English (89.8%), watching English language television shows spoken in English or going to movies spoken in English (73.9%), and looking for words in their own languages that are similar to new words in English (34.8%).

c.   .Compensation Strategies

Compensatory Strategies' Profile

Profile	Lowest	Highest	Total	
			Number of students	%
Low	2.2	2.2	1	2%
Medium	2.5	3.3	16	39%
High	3.5	4.5	24	59%
Total			41	100%

Regarding compensatory strategies, 59% of the students is high user, 39% is medium, and 2% is low. Some of the compensatory strategies which were frequently used are; trying to understand unfamiliar English words by making guesses (59.4%) and making up new words if they do not know the right ones in English (60.8%).

d.   Metacognitive strategies

Metacognitive Strategies' Profile

Profile	Lowest	Highest	Total	
			Number of students	%
Low	0	0	0	0%
Medium	2.7	3.4	10	24%
High	3.6	4.8	31	76%
Total			41	100%

Concerning metacognitive strategies, Table 4.1.2.1.4 shows that more than half of the students (76%) is high user of metacognitive strategy, more than one-

third (24%) is medium user, and the rest (0%) is zero user. Specifically, they responded that they try to find as many ways as they can to use their English (88.4%), notice their English mistakes and use that information to help them do better (81.1%), pay attention when someone is speaking English (89.9%), try to find out how to be a better learner of English (94.2%), look for opportunities to read as much as possible in English (69.5%).

e.   Affective strategies

Affective Strategies' Profile

Profile	Lowest	Highest	Total	
			Number of students	%
Low	2.2	2.2	2	5%
Medium	2.7	3.3	20	49%
High	3.5	4.2	19	46%
Total			41	100%

Regarding affective strategies, The table reports that a large number of students (46%) is high user, 49% is medium, and 5% is low. Specifically, the students responded that they try to relax whenever they feel afraid of using English (78.2%), encourage themselves to speak English even when they feel afraid of making a mistake (72.4%), give themselves a reward or treat when they do well in English (24.6%), notice if they are tense or nervous when they are studying or using English (50.7%).

f.   Social strategies Social Strategies' Profile

Profile	Lowest	Highest	Total	
			Number of students	%
Low	2.2	2.2	1	2%
Medium	2.5	3.3	11	27%
High	3.5	4.8	29	71%
Total			41	100%

In the case of social strategies, there is 71% students which reported as high user, 27% as medium, and the rest 2% as low user. The strategy which is frequently used is, they ask the other person to slow down or say it again if they do not understand something in English (81.1%)

THE OVERALL SILL PROFILE

The Overall SILL Profile (a)

.	Lowest	Highest	Total	
			Number of students	%
Low	1.5	2.4	8	19.5%
Medium	2.5	3.4	12	29.3%
High	3.5	4.0	21	51.2%
Total			41	100%

Based on their overall mean scores and frequency of strategy which is used, 19.5% had fairly low use; 29.3% reported as medium; and only 51.2% reported as high.

The means of the six categories of learning strategies employed by the students are shown in a rank order table.

The rank order of Learning Strategies Usage (b)

Category	Lowest	Highest	Mean	SD
Affective	1.7	4.7	3.29	.63
Metacognitive	1.3	4.7	3.28	.69
Compensation	1.3	4.8	2.95	.66
Cognitive	1.4	4.4	2.77	.54
Social	1.3	4.3	2.72	.66
Memory	1.2	4.0	2.63	.58
Overall Learning Strategies	1.5	4.0	2.92	.48

The Table shows that the most frequently used strategy is Afective, followed by Metacognitive, Compensation, Cognitive, Social, and Memory Strategy as the least-used. The mean score of each strategy only falls in the medium use level, none of them belongs to high level as the mean do not show score more than 3.50. As the result, the mean of overall strategies is 2.92, meaning that the students used strategies as a whole at a medium use level. It means that the students apply almost all categories in relatively the same frequencies. The highest mean is only 3.29, lies on affective category, and still belongs to medium range.

THE RELATIONSHIP BETWEEN BELIEF ABOUT LANGUAGE LEARNING AND STRATEGY FOR LANGUAGE LEARNING.

Correlation between Each Categories and SILL Profile

Beliefs	SILL Profile		
	R	r2	P
Foreign Language Aptitude	.287	.082	.069
The Nature of Language Learning	.365	.134	.019

Learning and Communication Strategies	.455	.207	.003
Motivation and Expectations	.473	.224	.002
Optimism	.459	.211	.003

From the table, we can see that SILL Profile is not correlated significantly only with the category Foreign Language Aptitude ($r=287$, $p=.069$). The correlation is considered as very slight relationship between variables and has small effect ($r2=.082$). It means that the more they endorse Foreign Language Aptitude belief, obviously, the lower SILL they have.

There is no other insignificant relationship between the rest categories in BALLI and the SILL Profile. The correlation is considered significant if the *p-value* < 0.05 (Cohen et al., 2000: 196). Yet, the Table shows that all of the *p-values* > 0.05, except for Foreign Language Aptitude Category.

Correlation between BALLI and SILL

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.640a	.410	.325	16.03953	.410	4.857	5	35	.002

a. Predictors: (Constant), BALLI5, BALLI2, BALLI3, BALLI1, BALLI4

This table also displays that the correlation between BALLI as a whole and SILL Profile is significant ($p=.002$, $p> 0.05$). It means that there is relationship between students' Beliefs about Language Learning and their SILL Profile. It is compatible with the findings in the previous studies which found that BALLI is significantly correlated to SILL (Yang, 1999; Hong, 2006;Li, 2010 and Chang & Shen, 2010).

CONCLUSION
Students generally endorsed positive beliefs about language learning. They hold positive beliefs about language learning aptitude in general, including the belief about their own aptitude. This also relates to students' belief about motivation. They are reported to have strong motivation which is considered encouraging as it relates to their ultimate achievement in language learning.

The students used a number of learning strategies in English learning. Out of the six strategy categories, affective and metacognitive strategies were the most frequently used categories for the students, while the memory strategy was the least preffered. The most frequent use of affective strategy may imply, while metacognitive strategies as the second-most used means that the students have ability to regulate their own learning. Meanwhile, the least frequent use of memory strategy could be due to the learners' avoidance or low awareness of the strategy.

Correlation between students' beliefs and their learning strategy was significant. It means that there is a relationship between their overall beliefs and their SILL Profiles is not correlated significantly only with the category Foreign Language Aptitude ($r=287$, $p=.069$). The correlation is considered as quite significant and has medium effect ($r2=.216$). It means that the more they endorse Foreign Language Aptitude strategies, obviously, do not have effect with SILL they have.

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