



DAYAKESE STUDENTS' BELIEFS ABOUT ARABIC LANGUAGE LEARNING AND THEIR RELATION WITH THE LANGUAGE LEARNING STRATEGIES

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Abstract

Language learners often bring their personal philosophy into foreign language learning. Beliefs about language learning might support to selecting the ways of learning in foreign language. This study aims at finding out the correlation between Dayakese students' beliefs about language learning and their learning strategies in Arabic as a foreign language at Central Borneo, Indonesia. Sixty-one students were asked to participate in this study. The instruments used were Beliefs about Language Learning (BALLI) proposed by Horwitz (1988) and Strategy Inventory for Language Learning (SILL) proposed by Oxford (1990). In analyzing data, arithmetic mean, standard deviation and correlation coefficient of Pearson product moment were used. The findings can be explained as follows. 1) The aptitude, learning difficulty, and communication and learning strategies dimensions were at medium level, while nature of language learning and motivation & expectation dimensions were at high level. Generally, Dayakese students' beliefs about Arabic language learning were at medium level; 2) The popular strategies used by Dayakese students were metacognitive and affective strategies; 3) The significant correlations were found between Dayakese students' beliefs about language learning and their Learning Strategies in Arabic as a foreign language with coefficient correlation 0.431.

Keywords: *beliefs, Arabic language, Dayakese student, learning strategies*

Abstrak

Para pelajar bahasa seringkali membawa filosofi pribadi mereka ketika mempelajari bahasa asing. Keyakinan tentang pembelajaran bahasa barangkali turut mendukung dalam pemilihan cara mempelajari bahasa asing. Penelitian ini bertujuan untuk mengetahui hubungan antara keyakinan siswa Dayak tentang pembelajaran bahasa dan strategi mereka dalam mempelajari bahasa Arab sebagai bahasa asing di Kalimantan Tengah, Indonesia. Enam puluh satu siswa dilibatkan dalam penelitian ini. Instrumen-instrumen yang digunakan dalam penelitian ini meliputi *Beliefs about Language*

Learning (BALLI) yang digagas oleh Horwitz (1988) dan *Strategy Inventory for Language Learning* (SILL) yang digagas oleh Oxford (1990). Dalam menganalisis data, penelitian ini menggunakan rata-rata aritmatika, standar deviasi dan koefisien korelasi jenis momen produk Pearson. Temuan dalam penelitian ini dapat dijelaskan sebagai berikut. 1) Dimensi bakat, kesulitan belajar, dan komunikasi dan strategi pembelajaran berada pada level sedang, sedangkan dimensi pembelajaran bahasa dan dimensi motivasi & harapan berada pada level tinggi. Secara umum, keyakinan siswa Dayak tentang pembelajaran bahasa Arab berada pada level sedang; 2) Strategi umum yang digunakan oleh siswa Dayak adalah strategi metakognitif dan afektif; 3) Terdapat korelasi yang signifikan antara keyakinan siswa Dayak tentang pembelajaran bahasa dan strategi mereka dalam mempelajari bahasa Arab sebagai bahasa asing dengan koefisien korelasi 0,431.

Kata Kunci: *keyakinan, bahasa Arab, siswa Dayak, strategi pembelajaran*

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Introduction

Everyone has differences between each other. The differences have also been in students. Among students, there are some who can learn quickly, learn slowly, and could face many obstacles.¹ Typically, individual differences in learning languages include personality, talent, motivation, learning style, learning strategies, anxiety levels, self-esteem, creativity, willingness to communicate, and learners' beliefs.

Horwitz in Hsiao & Chiang mentions that language learners often bring their personal philosophy into foreign language learning. Some students believe that being able to speak in a foreign language is more important than being able to read or write. While other students only understand that the most important thing is learning grammar. Besides that, some others suggest that someone should not say anything using foreign language in fact they are learning in the class, unless they could probably say the language correctly with very good pronunciation. Those are the examples of the students' beliefs which have their own different perceptions.²

Beliefs about language learning might support to selecting the ways of learning in foreign language. Furthermore, beliefs about language learning tend not only just for talent, but also from learners' learning styles. Cotteral (1999) in Mohebi & Khodadady views students' beliefs of

¹ Robin A. Murphy and Rachel M. Mseffi, "Individual Differences in Associative Learning," *Frontiers Media SA*, Vol. 05 Article 466 (2014): 5.

² Tsung-Yuan Hsiao and Steve Chiang, "Testing the Factor Structure of the Beliefs about Language Learning Inventory," *Perceptual and Motor Skills*, Vol. 111 No. 3 (2010): 708.

language learning are as individual characteristics, and teachers can investigate it, so that they are aware of the various types of students who need to be accommodated intensively in class.³

The role of beliefs in learning languages and how these beliefs influence the learning experience of language learners have been investigated by many researchers. The first research systematically investigated this belief began with the study of Horwitz (1985; 1987; 1988). Initially, he developed beliefs known as Beliefs about Language Learning Inventory which is abbreviated as BALLI.⁴

Recently, there was a research which shows that language learning beliefs are connected with the learner's background. The result of Diab (2006) in Mohebi & Khodadady concludes different cultural backgrounds, background variables in groups and variations in certain group beliefs of learning different target languages are three factors that particularly affect the learners' beliefs.⁵

In addition to beliefs in learning, learning strategies are typically becoming a part of differences in individual learning. Each person has their own ways of learning. There are many research have been conducted by researchers on factors dealing with the choice of language learning strategies as summarized by Oxford which include the language being studied and its level, the levels of metacognitive awareness, gender differences, affective variables; such as attitude, motivation, language learning goals, types of certain personality, types of common personality, learning styles, career orientation, talent, language teaching methods, task demands, and types of strategy training.⁶

Prior to the above explanation, this study tried to investigate the beliefs of Dayakese students who live in Tumbang Samba District of Central Kalimantan towards their learning Arabic as a foreign language and to describe the strategies they use through the relation between beliefs and strategies.

³ Ernesto Macaro, *Learning Strategies in Foreign and Second Language Classrooms* (New York: CONTINUUM, 2001), 31.

⁴ Sibel Ariogul, Dalim Cigdem Unal and Irem Onursal, "Foreign Language Learners' Beliefs about Language Learning: A Study on Turkish University Students," *Procedia Social and Behavioral Sciences*, Vol. 1, No.1 (2009): 1500.

⁵ Sanaz Ghobadi Mohebi and Ebrahim Khodadady, "Investigating University Students' Beliefs about Language Learning," *RELC Journal*, Vol. 42, No. 03 (2011): 294

⁶ Rebecca Oxford and Martha Nyikos, "Variables Affecting Choice of Language Learning Strategies by University Students," *The Modern Language Journal*, Vol. 73, No. 3 (1989): 291.

Theoretical Review

Learning foreign languages is almost certainly as the subject of many strong beliefs among foreign languages learners. The subject beliefs potentially lead to influence the students' language learning. Wenden states that beliefs are knowledge engaged by language learners through the factors in the process of language learning, how to learn languages, language skills, and communicative competencies. An essential rule of language beliefs comes either from personal experience or others' influences. Richardson in Abdi and Asadi defines belief as a psychological understanding, a reason or a proposition reflected to the world which is considered being true.⁷

According to Horwitz, it is beneficial to understand the students' beliefs on their language learning and to investigate the appropriate approach and students' satisfaction response to the language teaching.⁸ Cotteral in Mohebi & Khodadady views the learners' beliefs on language learning as individual characteristics which could be presented in a useful research that asks many teachers to familiarize with the different types of students to the means of giving greater effort and adjustment. This is because in general, the beliefs will affect essentially to how students learn which a result is how well they learn. Therefore, information about students' beliefs is very important for all educators, especially in the field of language education.⁹

Many researchers have found that when second language learners come to the language class, they mostly have some preconceived beliefs about language learning. Their beliefs could show what expectations they have and what actions they will do. Understanding the students' beliefs is typically very essential because it encourages teachers to build up the students' language learning through choosing effective teaching strategies and to lead they plan the teaching activities as appropriate.¹⁰ Yusri et al. summarize that controlling the learning beliefs deals with a belief that students will determine learning outcomes, instead of other external factors such as teachers or obvious achievement. In addition to their result, students believe that they themselves are an influential factor to succeed learning and to provide their works achieving the goals both effectively and strategically.¹¹

⁷ Heidar Abdi and Bahareh Asadi, "A Synopsis of Researches on Teachers' and Students' Beliefs about Language Learning," *International Journal on Studies in English Language and Literature (IJSELL)*, Vol. 3 No. 4 (2015): 105.

⁸ Elaine K Horwitz, "Cultural and Situational Influences on Foreign Language Learners' Beliefs about Language Learning: A Review of BALLI Studies," *System 27 PERGAMON*, Vol. 27 No. 04 (1999): 558.

⁹ Sanaz Ghobadi Mohebi & Ebrahim Khodadady, "Investigating University Students' Beliefs," 293.

¹⁰ Heidar Abdi and Bahareh Asadi, "A Synopsis of Researches on Teachers' and Students' Beliefs," 105.

¹¹ Ghazali Yusri et.al, "Control of Learning Beliefs among Arabic Language Course Students," *IJAES*, Vol. 11 No. 1 (2011): 74-76.

Horwitz is one of the pioneering researchers on the study of beliefs in language learning. He says, "The confidence questionnaire on language learning which is abbreviated as BALLI (Beliefs about Language Learning Inventory) was developed to assess the learners' opinions on various issues and controversies concern on language learning." BALLI questionnaire has thirty-four items required to assess learners' beliefs about deep language learning which five main areas remains: (1) the difficulty in language learning; (2) foreign Language Aptitude; (3) The nature of language learning; (4) Learning and communication strategies; and (5) Motivation and Expectations.¹²

1. Difficulty in language learning

There are particularly four factors that cause difficulties in oral language assignments, namely: (1) speakers based (how fast the speakers speak, how many words the speakers speak, and how the accent is), (2) listeners based (the role of listeners regards to daily participation, levels of the given response, individual attention to the theme), (3) content based (concerning on grammar, vocabulary, arrangement of information, and having background knowledge), (4) motivation or support based (possible helps by using pictures, diagrams, or media which can be used to visualize and deliver the text).

2. Foreign Language Aptitude

The concept of foreign language aptitude is related to the tendency to negative views resources on language learning. Students' beliefs deal with some people are unable or at least less able to learn a second language probably could cause negative expectations which neglect their own abilities power, particularly if they belong to the members of some certain groups. For example, the students who feel having lack of ability to learn languages may indeed doubt in their own ability to learn languages and probably blame themselves that they are bad language learners.¹³

3. Nature of language learning

Learning languages in particular is often a misunderstood phenomenon. Many people believe that learning other languages is only a matter of doing translation, learning grammar, or remembering vocabulary. In this discussion, the learning method is something needs to be engaged in class. Teachers should provide understanding to learners that learning languages is normally different from learning other subjects. Learning languages is considered as learning in special

¹² Seunghui Lee, "An Examination of Language Learning Beliefs and Language Learning Strategy Use in Adult ESL Learners in a Higher Educational Setting," *A dissertation* (Auburn: the Graduate Faculty of Auburn University, 2014), 56.

¹³ Elaine K Horwitz, "The Beliefs about Language Learning of Beginning University Foreign Language Students," *The Modern Language Journal*, Vol. 72, No. 3 (1988): 288.

category. In general, this understanding provides a teaching method with a good basis for presenting comprehensive foreign language learning models.¹⁴

4. Communication and Learning Strategy

A number of researchers have investigated the students' beliefs systems related to communication strategies. Grotjahn in Erlenawati argues students' beliefs towards language learning can influence students deal with selecting of certain linguistic information, communication strategies, and the use of second languages. Communication strategies are defined as strategies used by language learners to compensate for communication problems and to improve the effectiveness of communication. The taxonomy of communication strategies varies across studies, depending on how the researchers define the terms of communication strategies. According to Celce-Murcia, Dornyei, and Burrell, there are five types of strategies:

- a. Avoidance strategies (for instance; message replacement, topic avoidance, message abandonment);
- b. Achievement or compensatory strategies (for instance; circumlocution, literal translation, non-verbal signal, etc.);
- c. Stalling or time gaining strategies (for instance; repetition);
- d. Self-monitoring strategies (for instance; self-initiated repair, self-rephrasing, etc.); and
- e. Interactional strategies (for instance; appeals for help, communication requests, etc.)¹⁵

5. Motivation and expectations

The role of motivation in learning foreign languages is a complex problem. Regarding that languages are always correlated with social and cultural contexts, therefore, learning language is slightly different from other studies. More specifically, the mastery of foreign languages seems to be a social consideration associated with cultural elements from the foreign language itself.¹⁶

A. Language Learning Strategies

The term 'strategy' comes from the Greek word '*strategia*' which means a science war or a warlord. Strategy is defined as an art of designing in warfare, such as how to arrange war positions or strategies for army and navy military. According to the second edition of the Big Indonesian Dictionary (1989), strategy is the types of science and art using all the resources of nations to carry out certain policies in war and peace. O'Malley and Chamot as quoted by Wasid coined the term

¹⁴ Elaine K Horwitz, "Using Student Beliefs about Language Learning and Teaching," 337.

¹⁵ Erlenawati. "Beliefs about Language Learning: Indonesian Learners' Perspectives and Some Implications for Classroom Practices," *Australian Journal of Education*, Vol. 46 No. 3 (2002): 327.

¹⁶ Asep Muhammad Saepul Islam, "Faktor Demotivasi Pembelajaran Bahasa Arab Dalam Perspektif Pembelajar Madrasah," *Arabiyât: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban*, Vol 2, No. 1 (2015): 1-16.

‘strategy’ to refer to a set of useful and active tools, which involves individuals directly to develop a second or foreign language learning. Besides, strategies are often associated with language achievement and skills in using language. In addition to the notion of strategy, it can be an outline of the directions to act in attempted to achieve a predetermined goal.¹⁷

The word ‘learning’ has come up with the idea of requiring developing intelligence or knowledge (KBB, 1989). Another learning theory was stated by Gagne which establishes the learning process through careful analysis in a teaching contribution held by teachers. He also makes teaching contributions based on the description of varieties of change. Varieties of change are defined as changes in behaviour that mostly occur in students. As the opinions were stated in earlier, it can be said that learning refers to the process of changing behaviour in learners due to the interaction between individuals and their environment through experience and practice. While, regarding with the terms of ‘learning strategy’, Brown views that it is a special way to solve problems or to start a task, a practical way to achieve certain goals, or actions which are carefully designed to control and to identify certain information.¹⁸

In a successful learning process, teachers are not only required to have competencies in developing teaching strategies, but also to focus on learners because they are in nature of learning. In each individual learner, based on cognitive learning theory, there is found a very active soul. The soul processes received information, not just storing it without making any changes. Most students have an active nature of language learning to exposure and to plan something. After that, students can seek, discover, and perform the knowledge they gained. They also are able to recognize problems and formulate them, seek and discover facts, then analyze, interpret and draw conclusions. The concept of learning strategies is defined as behaviours or actions used by student. Thus, learning languages becomes more successful, directed, and fun.¹⁹ Therefore, the students should know themselves as well as an active person who is also aware of activities whether they are effective or not and use the strategies needed for that.

Furthermore, Oxford divides language learning strategies into two major parts, namely direct and indirect. Direct strategies are then further broken down into three types: memory, cognitive, and compensation. While, indirect strategies are divided into three types: metacognitive,

¹⁷ Iskandar wassid Sunendar Dadang, *Strategi Pembelajaran Bahasa* (Bandung: PT. Remaja Rosdakarya, 2008), 2-3.

¹⁸ Douglas Brown, *Mabadi Ta'allum wa Ta'lim al Lughah*, Tarjamah: Ibrahim al Qa'id wa 'id ash Shamri (Ar-Riyadh: Maktab al Tarbiyah, 1999), 161.

¹⁹ Rebecca L. Oxford, *Language Learning Strategies: What Every Teacher Should Know* (Boston, MA: Heinle and Heinle Publisher, 1989), 9.

affective, and social. Nevertheless, there are other six types of strategies, namely: memory, cognitive, compensation, metacognitive, affective, and social. Also, Oxford interestingly says if the learning process is likened to a drama performance, then the direct strategy can be the players and the indirect strategy might be the director. Actually, the director has a number of tasks, such as concentrating the target of the show, organizing the organization, directing, checking, correcting, training, encouraging, and convincing the players in order to lead and to ask them working with other people. Each strategy group consists of some other specific learning strategies.²⁰

1. Memory strategy

Memory learning strategies are used by students in recalling their background knowledge and learning experience. Memory strategies help receiving information into long-term memory and retrieving information when implementing to communication practices. This learning strategy involves a lot of memory through learning processes.

2. Cognitive

Cognitive strategies are all students' behaviour in the teaching and learning process in line with the use of the students' thinking process. Cognitive strategies are used to form, revise internal mental models, receive and produce messages using the target language.

3. Compensation

Compensation learning strategies are used by students who have higher level skill. This learning strategy is usually used to overcome some limitations in language. Students sometimes find difficulties explaining about the important points using the language they learn, for example, the students are able to use definitions or translations to be their utterances which aim to keep expressing their language. Compensation strategies are likely needed to overcome knowledge gaps using language practices strategy.²¹

4. Metacognitive

Metacognitive strategies are viewed as all students' behaviours related to tactics or ways of learning to face and manage teaching and learning materials. The metacognitive strategies associate a variety of activities that involve three categories: focus attention, plan and organize teaching and learning activities, and evaluate the teaching and learning process. The metacognitive strategies refer to "executive control" helping students do practices in planning, organizing, focusing, and evaluating their own learning.

5. Affective

²⁰ Ibid., 14.

²¹ Ibid., 38-40

Affective strategies are also considered as all students' behaviour varying of attitudes and feelings facing the learning process by students in class. Affective strategies allow learners to control feelings, motivations, and attitudes on learning languages. This strategy is further divided into two areas: positive affective and negative affective. Positive affective strategies confirm learning behaviours that show the learners receiving and respecting the benefits of learning process. Negative affective strategies affect learners' behaviour which shows that the learners tend to deny and ignore all the processes in learning. Thus, it is believed that the term "negative" as used here might not negatively imply for bad meanings. The learners' denial towards the learning process must be seen as a "neutral" attitude, which is not related to good or bad values.

6. Social

Social strategies are considered as students' behaviour related to the students' teamwork with other friends in achieving the learning goals. Social strategies often facilitate interaction with others in various situations of occasions. These strategies are employed in six example activities: talking to peers about lessons, helping friends dealing with the processes in learning activities, asking for help from friends, giving compliment to friends, harassing or cheering friends, and disturbing friends.²²

Method

This study uses a quantitative approach with a correlation research design. The total sample of this study was employed in 68 Dayak students at Aliyah Ash-Shalihin Katingan Tengah, Madrasah in Tumbang Samba sub-district, Central Kalimantan. This study employs the Beliefs about Language Learning (BALLI) questionnaire which was developed by Horwitz 1988 and Strategy for Language Learning Inventory (SILL) which was developed by Oxford 1990. The BALLI questionnaire items range in five major choices, they are; 1: strongly disagree, 2: disagree, 3: disagree, 4: agree, 5: strongly agree. The confidence qualification on average 1 - 2.33 is low; 2.34- 3.67 is moderate; 3.68 - 5 is high. The data were analyzed using statistics in the form of average (M), standard deviation (SD) and product moment correlation through the SPSS program.

Research Result

1. The Beliefs of Dayakese Students in Learning Arabic

²² Ibid., 136-146.

The beliefs in learning Arabic of the students who are originally from Dayakese in Madrasah Aliyah Ash-Shalihin showed a medium level, which almost close to high level. For more details, see the following table:

Table 1: The descriptive statistics of students' beliefs in learning Arabic

	N	Min.	Max.	Mean	Std. Deviation	Category
Foreign language talents	68	2.44	4.67	3.43	.49866	Medium
The difficulty of language learning	68	1.67	4.33	3.34	.55594	Medium
The nature of language learning	68	1.43	4.43	3.51	.56512	High
Learning and communication strategies	68	2.25	4.38	3.36	.48616	Medium
Motivation and expectations	68	1.25	5.00	3.58	.72741	High
The average of students' Beliefs	68	2.31	4.21	3.44	.45245	Medium

Based on the table above, it should be important to underline that the beliefs held by foreign language students in Arabic are on average 3.44. This average level belongs to the medium category with the highest score. It is close to be high level. This can be seen from the dimensions of beliefs in the language which include: 1) foreign language talents with the average of 3.43 belong to medium category; 2) difficulty in learning languages with the average of 3.34 belong to medium category; 3) the nature in learning languages with the average of 3.51 belong to high category; 4) learning and communication strategies with the average of 3.36 belong to medium category; and 5) motivation and expectations with the average of 3.58 belong to high category.

The following table presented the relation between the dimensions of learning beliefs and product moment correlation:

Table 2: Correlation between the dimensions of learning beliefs in learning Arabic

	Foreign language talent	The difficulty of language learning	The nature of language learning	Learning and communication strategies	Motivation and expectations
Foreign language talent	1	.530**	.552**	.606**	.564**
Pearson Correlation Sig. (2-tailed)		.000	.000	.000	.000

		Foreign language talent	The difficulty of language learning	The nature of language learning	Learning and communication strategies	Motivation and expectations
The difficulty of language learning	N		68	68	68	68
	Pearson Correlation		1	.433**	.471**	.523**
	Sig. (2-tailed)			.000	.000	.000
The nature of language learning	N		68	68	68	68
	Pearson Correlation		1	.604**	.604**	.598**
	Sig. (2-tailed)			.000	.000	.000
Learning and communication strategies	N		68	68	68	68
	Pearson Correlation		1	.558**	.558**	.558**
	Sig. (2-tailed)			.000	.000	.000
Motivation and expectations	N		68	68	68	68
	Pearson Correlation		1	.523**	.523**	.523**
	Sig. (2-tailed)			.000	.000	.000
	N		68	68	68	68

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Based on the table above, it can be seen that all the dimensions of beliefs through language learning that are held by Dayakese students are correlated each other in medium level of correlation.

2. Arabic language Learning Strategies Used by Dayak Tribe Students

Based on the strategies theory that was developed by Oxford, there are two types of strategies namely; direct and indirect strategies. Each of these categories is specifically divided into three strategies which overall becomes six strategies in learning languages, namely memory strategies, cognitive strategies, compensation strategies (direct strategies), metacognitive strategies, affective strategies and social strategies (indirect strategies). The following is the results of mapping strategy used by Dayak tribe students in learning Arabic as a foreign language:

Table 3: Descriptive statistics of learning strategies in Arabic language

Strategy	N	Min.	Max.	Mean	Std. Deviation	Category
Memory	68	1.00	7.44	2.56	.88762	Low
Cognitive	68	1.14	3.14	2.12	.53946	Low
Compensation	68	1.00	4.00	2.13	.67240	Low
Metacognitive	68	1.00	4.67	2.68	.81776	Medium

Strategy	N	Min.	Max.	Mean	Std. Deviation	Category
Affective	68	1.17	4.17	2.67	.77693	Medium
Social	68	1.00	3.67	2.42	.68535	Medium

Based on the table above, it can be seen that memory strategy with the average of 2.56 belong to low category, cognitive strategies with the average of 2.12 belong to low category, compensation strategies with the average of 2.13 belong to low category, metacognitive strategies with the average of 2.68 belong to medium category, affective strategies with the average of 2.67 belong to medium category, and social strategies with the average of 2.42 belong to low category. From all strategies held in students' belief, the most frequently used was the metacognitive strategy.

To find out the relation between one strategy and another, the following describes the relation between the six strategies used by learners with the correlation of product moment:

Table 4: The relation between strategies used by students

		Memory	Cognitive	Compensation	Meta-cognitive	Affective	Social
Memory	Pearson Correlation	1	.557**	.288*	.434**	.321**	.434**
	Sig. (2-Tailed)		.000	.017	.000	.008	.000
	N		68	68	68	68	68
Cognitive	Pearson Correlation		1	.460**	.612**	.356**	.555**
	Sig. (2-Tailed)			.000	.000	.003	.000
	N			68	68	68	68
Compensation	Pearson Correlation			1	.572**	.518**	.532**
	Sig. (2-Tailed)				.000	.000	.000
	N				68	68	68
Metacognitive	Pearson Correlation				1	.634**	.710**
	Sig. (2-Tailed)					.000	.000
	N					68	68
Affective	Pearson Correlation					1	.540**
	Sig. (2-Tailed)						.000
	N						68

	Memory	Cognitive	Compensation	Metacognitive	Affective	Social
Social						1
Pearson Correlation						
Sig. (2-Tailed)						
N						

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

From the table above, it can be understood that all strategies used by students correlate to each other. So, there is a significant relation between using one strategy and another.

3. The relation between beliefs in learning Arabic and the use of strategies

The following are the results of inferential statistics that correlate between the beliefs of Dayakese students in learning Arabic and the strategies they use in learning Arabic:

Table 5: Inferential statistics between beliefs and learning strategies

		Strategy
Beliefs	Pearson Correlation	.431**
	Sig. (2-tailed)	.000
	N	68

** . Correlation is significant at the 0.01 level (2-tailed).

Significant values shows $0,000 < 0.05$. This result presents that there is a significant relation between the beliefs of Dayakese students and the strategies they use in learning Arabic.

The following presents in detailed the relation between the dimensions of beliefs in language learning and the strategies used by students:

Language learning	Memory	Cognitive	Compensation	Metacognitive	Affective	Social
Beliefs						

Language learning		Memory	Cognitive	Compensation	Metacognitive	Affective	Social
Beliefs							
Foreign language talents	Pearson Correlation	.291*	.164	.207	.284*	.405**	.212
	Sig. (2-tailed)	.016	.182	.091	.019	.001	.083
	N	68	68	68	68	68	68
The difficulty of language learning	Pearson Correlation	.095	.235	.348**	.385**	.357**	.226
	Sig. (2-tailed)	.441	.053	.004	.001	.003	.064
	N	68	68	68	68	68	68
The nature of language learning	Pearson Correlation	.158	.179	.126	.167	.253*	.164
	Sig. (2-tailed)	.198	.145	.306	.174	.037	.181
	N	68	68	68	68	68	68
Learning and communication strategies	Pearson Correlation	.243*	.169	.138	.347**	.412**	.289*
	Sig. (2-tailed)	.046	.169	.262	.004	.000	.017
	N	68	68	68	68	68	68
Motivation and expectations	Pearson Correlation	.242*	.198	.355**	.434**	.344**	.264*
	Sig. (2-tailed)	.047	.106	.003	.000	.004	.029
	N	68	68	68	68	68	68

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Based on the table above, it can be seen that the dimensions of beliefs in language learning correlate with several learning strategies used by learners. Firstly, the dimensions of foreign language talent are significantly related to memory strategies, metacognitive strategies and affective strategies. Secondly, the dimensions of language learning difficulties are significantly related to compensation strategies, metacognitive strategies, and affective strategies. Thirdly, the dimension of the nature in language learning only relates significantly to affective strategies. Fourthly, the dimensions of learning and communication strategies relate significantly to memory strategies, metacognitive strategies, affective strategies, and social strategies. The last, the dimensions of motivation and expectations significantly relate to all strategies except the cognitive strategies.

Having seen from the strategies in medium level which are metacognitive strategies and affective strategies, there is a significant relation between them with language learning beliefs.

Affective strategies have a significant relation to all dimensions of beliefs in learning languages, as well as metacognitive strategies, except with the dimension of nature of language learning.

Discussion

In general, language learners are seen as individuals having different beliefs about how a certain language is being learned. Individual beliefs on language learning can consciously or unconsciously affect the language learning approach to language learning. Dayakese students who learn Arabic in Madrasah Aliyah Ash-Salihin have moderate beliefs (medium level), even close to high level because of the nature in language learning and motivation and expectations that they believe in learning languages are in high level. This could be indicated seeing the high percentage of the students' responses choosing agree and strongly agree when answering the statement items in questionnaire. Their responses could be understood from the natural aspects of learning and motivation and expectations. It can be concluded that most students believed Arabic is a language that has a moderate level (medium level) of difficulty.

The results of this study showed a positive effect for students' beliefs in language learning which will make them easier to achieve success in learning Arabic as a foreign language. As Abdi and Asadi stated in their research, strong beliefs in foreign language learners affect their language learning. According to them, understanding learners' beliefs is influential because it helps teachers understand the students.²³ On the other hand, if students' beliefs showed in low level, it might have a negative impact on their learning. Normally the language learners believe that some people are unable, or less able to learn a second or a foreign language which probably can cause negative expectations about their own abilities, especially if they are members of some particular groups. Learners who feel that they do not personally have the necessary capacities may doubt their own abilities as language learners and as result, their expectations of language learning become worse.²⁴

In general, most students are rarely to use strategies when learning Arabic which were showed low level in table. In other words, they do not use many strategies in learning Arabic. This is probably not because of lack of supporting factors but also time constraint in Arabic lesson which is only once in a week. In addition to the context of the study, the sample was taken from students of Social Science Department. The most strategy chose by almost students was metacognitive strategies. This metacognitive strategy is much needed for bringing successful language learning.

²³ Heidar Abdi and Bahareh Asadi, "A Synopsis of Researches on Teachers," 105

²⁴ Elaine K. Horwitz, "The Beliefs about Language Learning of Beginning University Foreign Language Students," *The Modern Language Journal*, Vol. 72, No. 3 (1988): 288.

Still in line, there are several metacognitive strategies such as organizing, setting general and specific goals, understanding the goals and plans of language assignments, and seeking for opportunities in scientific practice. Once, the students seem difficult to observe the mistakes they have made. Here, the students may be surprised by the mistakes which they often make without noticing that they absolutely have learned something behind the mistake.

This study also shows a significant relation between the beliefs of Dayakese students and the strategies they use in learning Arabic. This is in line with Zhang's study in 2011 at Ren and Bai which presents the relation between students' beliefs in learning English as a foreign language, learning strategies, and language skills. His research concluded that students have beliefs about how to learn languages. These beliefs guide their learning strategies that have a direct impact on their performance. This study shows that there is a statistically significant relation between students' beliefs in language learning and their strategies.²⁵ Besides, there was another research result from Zare-ee et al. (2001) indicate that the impact of Iranian learners' beliefs in English as a foreign language influence their language learning strategies.²⁶ Likewise with the results of Abedini and his partners which revealed a significant relation between Iranian learning beliefs and their strategy in learning English as a foreign language.²⁷

In particular, this study also found a significant relation between the dimensions of beliefs in learning Arabic and the six specific strategies. The results of the study dealing with the relation between the dimensions of language learning beliefs and language learning strategies seem to be similar to the results of a research conducted by Azar & Saeidi which found that the regression results analysis presented "learning and communication strategies" and "foreign language talents" are two important preconditions for strategy use.²⁸

Beliefs in learning languages explore various strategies chosen by students to learn foreign languages. Beliefs about language learning tend to be held not only from efficiency but also from how to learn. Students who analytical person can use more strategies that involve explicit analysis. However, this might be good because students think that language learning is about doing analysis. That is why they may have different beliefs about how to learn languages in the right way.²⁹ More

²⁵ Pridarmansa A. Hapsari, "The Correlation between Belief and Students' Language Learning Strategies at English Department of UNESA," *Retain*. Vol. 04, No. 01 (2016): 8.

²⁶ Abbas Zare-ee, "Associations between university students' beliefs and their learning strategy use," *Procedia Social and Behavioral Sciences*, Vol. 5 (2010): 885.

²⁷ *Ibid.*, 885

²⁸ Fereshteh Khaffafi Azar & Mahnaz Saeidi, "The Relation between Iranian EFL Learners' Beliefs about Language Learning and Their Use of Learning Strategies," *English Language Teaching*, Vol. 6, No. 11 (2013): 167.

²⁹ Ernesto Macaro, *Learning Strategies in Foreign*, 31.

motivated students tend to include the time and effort needed to implement a consistent strategy. Instead, it may take a lot of effort and motivation to dismantle and modify automated strategies that are effective when they are being evaluated. Therefore, students who have positive and strong language learning beliefs are encouraged by themselves use various strategies in their learning.

Having an understanding that students have their own beliefs and strategies in language learning and show a positive correlation, this makes teachers well-prepared to teach Arabic in the classroom. In addition, the teachers are expected to support students to use appropriate and effective strategies in Arabic language teaching by adjusting to the students' learning strategies which become their tendency to learn Arabic.

Conclusion

Belief about language learning held by Dayakese students showed positive beliefs with moderate category (medium level) close to high level which include the dimensions of foreign language talents, the difficulty of learning languages, learning and communication strategies are in the moderate category (medium level). Besides, the nature in learning languages and motivation and expectations in learning Arabic are in the high category level. From all strategies held, one strategy that is most frequently used by the Dayakese students is metacognitive strategies, then followed by affective strategies which means that other strategies are rarely used by students. In conclusion, there is a positive and significant relation between the belief of Dayakese students in learning Arabic as a foreign language and the strategies they use in learning Arabic.

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