English Learning Strategies of Indonesian University Students Across Individual Differences

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This study investigated the predictability of English learning strategy use from individual differences, including language aptitude, personality traits, attitudes, and motivation. Three hundred and eighty-six students from three universities in Malang, East Java, Indonesia, participated in the study. The Modern Language Aptitude Test (MLAT), the short form of the revised Eysenck Personality Questionnaire (EPQ-R Short Form), the Attitude/Motivation Test Battery (AMTB), and the Strategy Inventory for Language Learning (SILL) were administered for data collection. Factor analysis and standard regression analyses were used to analyse the collected data. Four factors (anxiety about learning English, attitude and learning orientation, language aptitude, and personality traits) were identified from the investigated predictor variables. The regression analyses showed that the combination of the four extracted factors contributed significantly to the use of learning strategies. Of these four factors, moreover, the first two proved to be the best predictors of strategy use. Implications of these findings as well as their relation to previous findings are discussed.