THE RELATIONSHIP BETWEEN THE BIG FIVE PERSONALITY TRAITS AND SELF-REGULATED LEARNING STRATEGIES AMONG UNIVERSITY STUDENT IN LEARNING TOEFL PREPARATION

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ABSTRAK

Studi ini menggambarkan ciri-ciri kepribadian mahasiswa terkait dengan pembelajaran mandiri mereka selama persiapan TOEFL. Penelitian ini mengkaji korelasi antara kepribadian dan pembelajaran mandiri yang dilakukan oleh mahasiswa selama persiapan TOEFL. Sebanyak 113 mahasiswa berpartisipasi dalam penelitian ini. Penelitian ini menggunakan kuesioner survei online untuk pengumpulan data. Model Self-Regulation Questionnaire (SRQ) yang dikembangkan oleh Brown et al., (1999) digunakan untuk mengukur pembelajaran mandiri selama berpartisipasi dalam persiapan TOEFL. Selain itu, penelitian ini menggunakan Big-Five Personality Inventory (BFPI) untuk mengukur ciri-ciri kepribadian mahasiswa yang dikembangkan oleh Soto dan John (2017). Hasil penelitian ini menunjukkan bahwa korelasi antara ciri-ciri kepribadian mahasiswa dan pembelajaran mandiri mereka akan memberikan dampak signifikan bagi mahasiswa dalam menghadapi persiapan tes TOEFL. Penelitian ini diharapkan dapat membantu mahasiswa untuk menyadari bagaimana mengatasi kesulitan mereka dalam mengatur ciri-ciri kepribadian mereka selama proses pembelajaran persiapan TOEFL.

Kata kunci : Pembelajaran mandiri, Mahasiswa, Persiapan TOEFL

ABSTRACT

The study portrays university-students' personality traits concerning about their self-regulated learning during learning TOEFL preparation. This study examines the correlation between personality trait and self-regulated learning experienced by university-students during learning TOEFL Preparation. A total of 113 University-students are participated in this study. This study conducts online survey questionnaire for data collection. The Self-Regulation Questionnaire (SRQ) model developed by Brown et al., (1999) is employed to measure self-regulated learning during participated in learning TOEFL preparation. Moreover, the study The Big-Five Personality Inventory (BFPI) to measure university-students' personality traits developed by Soto and John (2017). The result of this study shows that the correlation between the students' personality traits and their self-regulated learning will gain a significant impact for the University-students in encountering their preparation in TOEFL test. This study is expected to be able to help the university students to be aware of how to overcome their difficulties to regulate their personality traits in encountering a process of learning TOEFL preparation.

Keywords : Self-regulated learning, University students, TOEFL preparation

PENDAHULUAN

For last two decades, some scholars conduct several research concerning about the Big Five personality traits (BFPTs) to the other aspects such as openness to experience and conscientiousness impacted engagement in online classes during Covid (Audiet et al., 2023), aspects of openness as predictors of academic achievement (Gatze, 2021), agreeableness as forecaster aspect between learning style and personality traits, (Yanardöner, et al., 2014), and conscientiousness and extraversion as proactive personality to self-regulated learning (Sari & Suharso, 2018). These studies illustrated that the BFPTs is considered as a predictor to measure the students' learning characteristic. Subsequently, the Big Five personality trait is also influenced by students' self-regulated learning patterns. In line with this, the personality traits and self-regulated learning has a significant relationship in high academic achievement to the college students (Bidjerno & Dai, 2007). Bidjerno and Dai (2007) reported that the relationship between personality traits of conscientiousness and Intellect and self-regulated learning grow positive outcome to students during learning process. The result of study showed that a high quality of students' personality trait (conscientiousness and intellect) can help students to control their self-regulated learning better in critical thinking, elaboration, metacognition, time management, effort regulation (Bidjerno & Dai, 2007). Thus, a favourably self-regulated learning patterns depends on individual's personality traits.

The standard assessment of learning language proficiency or TOEFL is used as predictor of students' academic achievement (Johnson & Tweedie, 2021). To obtain the high academic achievement, students need to set up their personality and regulate their self-learning strategies. Personality traits give a great impact to student to gain high academic achievement (Dörrenbächer & Perels, 2016). However, the students' personality trait is not the only one determinant of students' success in academic achievement. The students also need to pilot their self-regulated learning strategies (SRL). Ning and Downing (2015) elucidated that self-regulated learning (SRL) is considered as "a more proximal determinant of academic achievement", for example, in effort regulation, (e.g., Altun & Erden, 2013; Biwer, et.al, 2022), management of time, (e.g., Adams & Blair, 2019; Hensley, 2018), metacognition (e.g., Cazan, 2012; Șchiopu, 2018). In addition, to support the success of academic achievement, learning experience acquired by students in a class, such as teaching quality, clear goal and standard, appropriate assessment, and appropriate workload developed by teachers, is also a determinant of academic achievement (Ning & Downing, 2015). These studies showed that high academic achievement is not only determined by students' self-regulated learning but also the role of teachers become a determinant for the success of students' academic achievement. Hence, the more the teacher give an encouragement and supporting in a learning process, the more the student becomes more aware of how to manage their learning program. In this study, the authors explore the relationship between The BFPTSs (openness to experience, extraversion, agreeableness, conscientiousness, neuroticism) and their SRL among university in learning TOEFL preparation.

Personality Traits and Self-Regulated Learning

Personality traits are perceived as characteristic of stable individual differences that elucidate a person's propensity for particular patterns of behaviour, cognitions, and emotions (Hogan, et.al, 1996). McCrae and Costa (1987) evoked that a study based on the psychometric tradition has empirically constructed a five-factor personality framework, which encompasses the traits of extraversion, agreeableness, conscientiousness, emotional stability (or neuroticism), openness to experience. Rossberger (2014) clarified a general overview of the Big Five personality trait characteristics; 1) Extraversion, the degree to which people interact with their surroundings and experience enthusiasm and other positive emotions. 2) Agreeability, the degree to which people value collaboration, social harmony, honesty, and decency, person's high agreeability shows a good attitude toward human nature. 3) Conscientiousness, the degree to which people value preparation, perseverance, and goal-

oriented behavior. 4). Neuroticism, the extent to which people experience negative emotions as well as their tendency to overreact emotionally. 5) Openness to Experience, the level of intellectual curiosity, self-awareness, and individualism/nonconformity displayed by people. The undertaking of these BFPTSs characteristics involves dispositions or proclivities for the process of SRL strategies (Bidjerano & Dai, 2007).

As proposed by Zimmerman (1998, 2001), SRL encompassed three major phases in the SRL process; forethought, performance, and self-reflection. Bruso et al (2020) postulated that the three major phases of SRL can examine learners' personality traits in distinct process. The first phase, forethought, the SRL process associated with how the learner set stages of academic achievement, for instance, a goal setting and strategic planning (Barnard-Brak et al., 2010; Efklides 2011; Hattie, 2009; Khaled et al., 2016; Puustinen & Pulkkinen 2001; Winne & Hadwin, 1998; Zimmerman, 1998, 2001). The second phase, performance refers to learners' activities and strategies during the learning process, such as self-instruction, attention focusing, monitoring and cognitive strategies (Abrami et al., 2011; Brookfield 2009; Hattie 2009; Zimmerman 2002). The third phase, self-reflection, refers to a process of SRL strategies occur after the process of learning has closed (Boekaerts 1997; Borkowski 1996; Pintrich & DeGroot 1990; Winne 1996). In the third phase, the learners counter their self-regulated effort and evaluate the outcome of their learning (Barnard-Brak, et al, 2010). The three major phases are considered as a predictor of SRL to examine personality traits (Bruso et al., 2020).

Some studies reported that the students' success in academic achievement, it depends on students' big five personality trait factors (e.g., Bardach, et al., 2022; Mahama, et al., 2022; Nyarko, et al., 2016). A result of study by Leonte (2022) informed that conscientiousness is a predictor of self-regulated learning and considered as the most component of personality. Other studies also showed that there are positive

relationships between extraversion, openness, neuroticism and agreeableness, and the use of self-regulated learning strategies (Babakhani, 2014, Eilam, et al., 2009; Kirwan, et al., 2014; Mahama et al., 2022; Rosito, 2020). The studies give a little few of empirical description concern with the correlation between students' personality traits and their self-regulated learning in a learning process. The studies only delineate a theoretically approach about the relationship between personality, self-regulated learning and academic achievement in a learning process. This present study aims to investigate the relationship between students' personality trait and their self-regulated learning in TOEFL preparation program. To elucidate the aim of this studies, the researchers formulate a research question;

1. What is the level of students' BFPTs?
2. What is the level of students' SRL?
3. What is the relationship between the BFPTs and SRL strategies among university students in learning TOEFL preparation?

METODE PENELITIAN

Research Design

This study employed quantitative approach by using correlation design. A correlation design is a statistical test to depict and measure two or more different variables co-vary consistently (Cresswell, 2012). The goals of the study were to measure the relationship BFPTSs and SRL among university EFL students in learning TOEFL preparation.

Setting and Participant

The participants were undergraduate non-English major students that enrolled in the teaching and training faculty at one university, South Kalimantan province, Indonesia. They were selected using both purposeful and random sampling methods. To address this study, the researcher employed the approach of purposive sampling to select the participation criteria that represented the main purpose of the study. The researchers recruited the participant purposively.

As a result, there are three criteria of participants were developed in this study: 1) be undergraduates; 2) be not majoring in English, and 3) be various length of English learning experience. Following that, the researchers employed random sample method. This method highlights the equal possibility of selection for all students in the target group for this study. The total of participants were 113 students (76,2% female, 23.9% male) from 3 different education program, including biological (chemical, and physical education program. The information of demographic participants was follows:

Table. 1 Demographic Participants

Categorize	Criteria	Number	Frequency
Gender	Female	86	76.2%
	Male	27	23,9%
Education program	Biological	37	30.5%
	Chemical	38	32.8%
	Physical	38	32.8%
Age	18-20	43	42,9%
	20-23	42	37,1%
	24-26	28	24,7%
Length of English Learning Experience	< 8 years	58	51.3%
	8 - 10 years	34	30.0%
	11 - 15 years	21	18.5%

In order to adhere to ethical considerations, the researchers initially obtained the participants' consent. The form initially described the objectives, advantages, and results of the research. Additionally, at any time, participants were permitted to disengage from the study. They subsequently signed the consent form to voluntarily participate in this investigation.

Data Collection

To collect data, the researcher undertook two questionnaire models. First, the study employed the Big-Five Personality Inventory (BFPI) developed by Soto and John (2017) to measure students' personality traits. The questionnaire encompassed 25 items. The items had five (5) dimensions such as openness (5 items), conscientiousness (5 items), extraversion (5 items), agreeableness (5 items) and neuroticism (5 items). The scale was scored based on agreement and disagreement, where strong agree (SA) = 1, agree (A) = 2 Neutral (N) = 3, disagree (D) = 4, and strongly disagree (SD) = 5.

Furthermore, the study employed questionnaire as instrument for data collection. The study employed Self-Regulation Questionnaire (SRQ) model by Brown (1990) as instrument to value students' self-regulated learning. The questionnaire involved 20 items of SRQ. The items have three dimensions of SRL; forethought (7 items), performance (7 items), and self-reflection (6 items). This study used 5 Linkert scale was scored based on agreement and disagreement, where strong agree (SA) = 1, agree (A) = 2 Netral (N) = 3, disagree (D) = 4, and strongly disagree (SD) = 5.

To measure the validity of instrument, the researchers established construct validity by using Factor analysis or Exploratory Factor Analysis (EFA) as suggested by Stapleton (1997). Stapleton (1997) postulated that EFA is a suitable tool with which to estimate score validity. Ary, et al., (2010) also affirmed that EFA was used to identify the characteristics or underlying structure of a measuring instrument such as a measure of intelligence, personality, or attitudes. Furthermore, to measure the reliability of instrument, the researcher employed Cronbach alpha. The instrument can be reliable if the Cronbach alpha is > .60 (Taber, 2017). The validity and reliability of instrument was examined by SPSS

Data Analysis

To ease for collecting data, the researcher translated the questionnaire items into Indonesia. The data were collected by Google Form. Furthermore, to analyse the data, the researchers categorized the into participant in the two levels of group;1) the level of the BFPTSs with score range 25-50 (low), 51-75 (moderate), 76-125 (High), 2) SRL with score range 20-40 (low), 41-80 (moderate), 81-100 (high). To interpret the scoring value, the researchers adapted the ranting standard of the students' response by Oxford (1990). The rating can be shown in Table 1 and 2.

Table 2. Interpretation of the scoring value in BFPTSs

Responses	Scoring Value	Interpretation of BFPTs
Strongly disagree Disagree	25 – 50	Low
Neutral Agree	51 – 75	Moderate
Strongly disagree	75 – 125	High

The table above, labelled as Table 2, presents a descriptive analysis of the BFPTs at different levels. The analysis focused on the participants' responses, which range from "Strongly Disagree" (1) to "Strongly Agree" (5). The score values were categorized as follows: 25-50 (low), 51-75 (moderate), and 75-125 (high). The level of analysis was determined by the number of participants and their corresponding scoring values. Furthermore, the table labelled as Table 3 included a thorough examination of the SRL at different levels. The analysis focused on the participants' responses, ranging from "Strongly Disagree" (1) to "Strongly Agree" (5). The score values were categorized into three distinct groups: 20-40 (low), 41-79 (mid), and 80-100 (high). The determination of the degree of analysis was made by considering the number of participants and their corresponding scoring values.

Table. 3 Interpretation of the scoring value in SRL

Responses	Scoring value	Interpretation of SRL
Strongly disagree Disagree	20 – 40	Low
Neutral Agree	41 - 79	Moderate
Strongly agree	79 -100	High

Additionally, before exploring differences in the relationship between BFPTs and SRL, the researchers examined the normality test. The normality test is a test that functions to test whether the data on the independent variable and the dependent variable in the regression equation produces data that is normally distributed or not normally distributed (Yap & Sim, 2011).

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FINDINGS AND DISCUSSION
FINDINGS

Students' Level of Personality Traits

In order to assess the personality trait levels of the students, the BFPTs scores obtained from the questionnaires were classified into three distinct categories: high, moderate, and low. The findings are presented in Table 4.

Table 4. the level of students' Big Five Personality Traits

Responses	Scoring Value	N	Frequency	Interpretation of BFPTs
Strongly Disagree Disagree	25 – 50			Low
Neutral Agree	51 – 75	24	21,2 %	Moderate
Strongly Agree	75 – 125	89	78,8%	High
Total		113	100%	

The students' levels of BFPTs were classified into two groups: high and moderate levels. The findings indicated that the level of students' BFPTs is more dominated on high than moderate. Twenty-four students had a moderate level of BFPTs and eighty-nine students gained a high level. Table 4 indicates that there were no students identified with low level.

Students' level of Self-Regulated Learning

To evaluate the levels of SRL among the students, the scores received from the questionnaires were categorized into three unique groups: high, moderate, and low. The results are displayed in the Table 5.

Table 5. The level of SRL

Responses	Scoring Value	N	Frequency	Interpretation of BFPTs
Strongly disagree Disagree	20 – 40			Low
Neutral Agree	41 – 79	60	53,1 %	Moderate
Strongly Agree	80 – 100	53	46,9%	High
Total		113	100%	

On the basis of the students' SRL levels, two categories were formed: high and moderate. The findings indicated that the quantity of SRL is greater at the moderate level compared to the high level. Twenty-

four students attained a moderate level of BFPTs, whereas ninety-nine students attained a high level. As shown in Table 5, there were no students categorized as low performers.

Examining the validity and reliability of instrument

In this step, the researcher conducted the validity test to examine whether or not the questionnaire that will be given to respondents is valid. A research questionnaire is said to be valid if the questions in the questionnaire can reveal answers that are in accordance with actual conditions (see Table, 6). Validity was tested using a two-sided significance value of 5% based on the following criteria:

1. Instrument items have a significant correlation with the total score or are declared valid, the calculated r value > r table.

2. Instrument items do not have a significant correlation with the total score or are declared invalid if the calculated r value < r table.

Table. 6 Validity Test

Variable	Item	R value	R table	Indication
Forethought	P1	0,717	0,185	Valid
	P2	0,839	0,185	Valid
	P3	0,768	0,185	Valid
	P4	0,738	0,185	Valid
	P5	0,698	0,185	Valid
	P6	0,792	0,185	Valid
	P7	0,803	0,185	Valid
Performance	P1	0,835	0,185	Valid
	P2	0,872	0,185	Valid
	P3	0,759	0,185	Valid
	P4	0,808	0,185	Valid
	P5	0,630	0,185	Valid
	P6	0,835	0,185	Valid
	P7	0,872	0,185	Valid
Self-Reflection	P1	0,692	0,185	Valid
	P2	0,701	0,185	Valid
	P3	0,783	0,185	Valid
	P4	0,785	0,185	Valid
	P5	0,739	0,185	Valid
	P6	0,738	0,185	Valid
Conscientiousness	P1	0,678	0,185	Valid
	P2	0,747	0,185	Valid
	P3	0,786	0,185	Valid
	P4	0,733	0,185	Valid
Openness To Experience	P1	0,819	0,185	Valid
	P2	0,894	0,185	Valid
	P3	0,854	0,185	Valid
	P4	0,841	0,185	Valid
Extraversion	P1	0,820	0,185	Valid
	P2	0,854	0,185	Valid
	P3	0,830	0,185	Valid
	P4	0,761	0,185	Valid
Agreeableness	P1	0,706	0,185	Valid
	P2	0,710	0,185	Valid
	P3	0,713	0,185	Valid
	P4	0,782	0,185	Valid
Neurotism	P1	0,804	0,185	Valid
	P2	0,773	0,185	Valid
	P3	0,794	0,185	Valid
	P4	0,795	0,185	Valid

Based on the validity test in table 1 above, the calculated r value for all items is above the r table (0.185). Therefore, it can be concluded that all statement items are valid.

Furthermore, the researchers measure the reliability to find out how far a measuring instrument can be relied upon or trusted. A questionnaire is said to be reliable or reliable if a person's answers to statements are consistent or stable over time. Reliability measurements can be carried out by measuring just once and then the results are compared with other questions or measuring the correlation between answers to questions. The following of the table 7 showed the reliability test:

Table. 7 Reliability Test

Variabel	Cronbach Alpha	Indication
Forethought	0,880	Reliable
Performance	0,905	Reliable
Self-Reflection	0,827	Reliable
Conscientiousness	0,716	Reliable
Openness To Experience	0,873	Reliable
Extraversion	0,832	Reliable
Agreeableness	0,694	Reliable
Neurotism	0,800	Reliable

The normality tests of BFPTs and SRL

The normality test is a test that functions to test whether the data on the independent variable and the dependent variable in the regression equation produces data that is normally distributed or not normally distributed (Yap & Sim, 2011). The model used to detect normality tests in this research is the One Sample Kolmogorov Smirnov test. Apart from using the One Sample Kolmogorov Smirnov Test.

Table 8. Tests of Normality.

Tests of Normality			
	Kolmogorov-Smirnov[a]		
	Statistic	df	Sig.
Forethought	.172	113	.000
Performance	.201	113	.000
Self Reflection	.185	113	.000
Conscientiousness	.172	113	.000
Opennes To Experience	.284	113	.000
Extraversion	.259	113	.000
Agreeableness	.258	113	.000
Neurotism	.288	113	.000
a. Lilliefors Significance Correction			

The normality test above shows that the significance value (sig) in the data aspects of forethought, performance, self-reflection, conscientiousness, openness to experience, extraversion, agreeableness and neuroticism each is 0.000 smaller than α (0.05). Therefore, it can be concluded that the data aspects are not normally distributed.

The relationship between BFPTs and SRL

To examine the relationship between BFPTs and SRL, the researchers employed spearman correlation to determine the correlation coefficient of two variables where the data has been arranged in pairs. The following of the table 9 showed the result of the correlations between BFPTs and SRL.

Table 9. The correlation between BFPTs and SRL

Correlations						
			Conscient iousness	Opennes To Exper ience	Extrav ersion	Agreea bleness	Neur otis m

			Conscientiousness	Opennes To Experience	Extraversion	Agreeableness	Neurotism
Spearman's rho	Forethought	Correlation Coefficient	.315**	.573**	.667**	.418**	.440**
		Sig. (2-tailed)	.001	.000	.000	.000	.000
		N	113	113	113	113	113
	Performance	Correlation Coefficient	.443**	.560**	.574**	.450**	.501**
		Sig. (2-tailed)	.000	.000	.000	.000	.000
		N	113	113	113	113	113
	Self Reflection	Correlation Coefficient	.676**	.391**	.426**	.331**	.384**
		Sig. (2-tailed)	.000	.000	.000	.000	.000
		N	113	113	113	113	113

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

The correlation test above shows the correlation coefficient value between all aspects of the self-regulated learning variable, namely forethought, performance and experience, with all aspects of the personality traits variable, namely conscientiousness, experience, extraversion, agreeableness and neuroticism, which have a positive coefficient, therefore it is concluded that An increase, in all aspects of self-regulated learning, will be followed by an increase in all aspects of personality variables and vice versa.

The significance value (sig) shows that each **is** 0.000 smaller than α (0.05). It showed that

there is a significant relationship between the forethought aspect and all aspects of the personality traits variable.

DISCUSSION

The results of this research revealed that the levels of students' BFPTs and SRL was at high and moderate levels. There are sub-themes that the researchers discuss in this section. Firstly, in the level of students' BFPTs generally gain good scoring value. The findings showed that there is no lower level in BFPTs. A study by Bruso, et al. (2020) showed that there is no low level of students' BFPTs because students with high levels of agreeableness, conscientiousness, extraversion, and openness demonstrated greater skill in self-regulation when assessed using strategy use scales (Dörrenbächer and Perels, 2016; Bidjerano and Dai, 2007; Ghyasi et al. 2013). Thus, in this study, the students have high and moderate levels of BFPTs.

Secondly, in the finding of the study, the level of students' SRL was at moderate and high level. In this level, students gain more dominated on moderate level rather than high level. This finding contrasts the finding of Mahama et al. (2022) which indicates that the students' levels of self-regulated learning abilities is more dominated on the low level rather than moderate and high level. Thus, this study indicates that the majority of students possesses good ability in performing SRL.

Thirdly, the researchers examined that the relationship between BFPTs and SRL has significant relationship in a learning process. Based on the previous study, Bidjerano and Dai (2007) supported that personality traits and self-regulated learning have significant bearings on academic achievement. Additionally, personality traits such as openness, extraversion, conscientiousness, and agreeableness mostly predict aspects of self-regulated learning (Mahama, et al., 2022). Overall, it showed that student personality traits and self-regulated

learning have an interrelated relationship in a learning process.

CONCLUSION

This study found that students' BFPTs and SRL were at high and moderate levels. Students with higher levels of agreeableness, conscientiousness, extraversion, and openness had superior self-regulation abilities. SRL ranged from moderate to high, indicating a significant proportion of students have proficient SRL abilities. The study also investigated the relationship between BFPTs and SRL during the learning process, indicating that academic achievement is significantly influenced by personality traits and self-regulated learning. Overall, the findings suggest that self-regulated learning and student personality traits are interconnected during the learning process. The researchers realized that this study has some shortcoming such as unspecified data in generating the aspect of students' personality traits, self-regulated learning, and the relationship of students' BFPTs and SRL. For future research, the other scholars can add various specified data of aspect of students' personality traits and self-regulated learning among university students during learning TOEFL preparation. Additionally, this research gives a recommendation for teacher on how to support students with different personality traits in improving their self-regulated learning skills in a learning process

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Appendix I

Big Five Personality Traits Questionnaires (Strong Disagree to Strong Agree)

Conscientiousness

1.   I feel ready to carry out my duties

2.   I organise my assignments carefully

3.   I can understand something quickly

4.   I perform tasks quickly and on time

Openness to Experience

1.   I have a brilliant idea

2.   I have a lot of vocabulary

3.   I took time to reflect on myself

4.   I am quick to understand things.

Extraversion

1.   I can liven up the atmosphere

2.   I feel comfortable around other people

3.   I'm not interested in abstract ideas

4.   I easily start a conversation

Agreeableness

1.   I am interested in other people

2.   I sympathize with other people's feelings

3.   I have a soft heart

4.   I make other people feel comfortable

Neuroticism

1.   I get stressed easily

2.   I worry about many things

3.   I remain calm in any situation

4.   I feel anxious easily

Self-Regulated Learning Questionnaires

Forethought Dimension

1.   I am able to divide the portion of my time when studying

2.   I set targets to achieve before I start studying

3.   I organize the study material before I start studying

4.   Before I study, I make an outline of the content of the lesson that will be studied

5.   I organize my time based on the difficulty level of the task being studied

6.   I motivate myself to do better than before

7.   I make sure that I attend classes regularly

Performance Dimension

1.   When I read, I stop occasionally to review what I have read

2.   I studied the study material carefully to understand it properly

3.   I take notes to make learning easier

4.   I memorize key words to remind me of important concepts

5.   When studying I use various sources of information (lectures, reading and discussions)

6.   I can be able to set goals, plan, and use study strategies

7.   I believe I can be academically successful

Self-Reflection

1.   After taking TOEFL preparation, I fonder about lesson subject what I could do better

2.   I try to reinforce strategies that have worked for me before

3.   When studying has something trouble, I try to identify my mistakes

4.   I try to learn from my mistakes that I make it on exams

5.   I constantly assess myself how much effort I put into my studies

6.   I keep track of areas or materials that I am not good at