



## UNVEILING THE DIVERSE LANGUAGE LEARNING STRATEGY OF INDONESIAN EFL TWINS: A CASE STUDY

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### ABSTRACT

Each individual possesses a distinct essence that sets them apart, even in the case of identical twins. In language acquisition, learners' personality type has emerged as one of the most determining constructions for students' learning strategy. Through a phenomenological case study, intricate interplay between personality types and language learning strategies of two Indonesian identical twin girls studying English language education were investigated, supported by one triangulator participant. By employing the Oxford (1990) Strategy Inventory for Language Learning and the MBTI test, the researchers gathered the extensive data on their language learning strategy distinctions and personality differences. The results indicate that despite sharing the same upbringing, their diverse personalities - one an ENFJ and the other an ENTJ - have contributed to vastly different cognitive, memorization, compensation, metacognitive, social learning, and affective learning approaches. The findings provide intriguing insights into the intricacies of language acquisition and highlight the significance of individual differences in shaping the learning styles.

**Keywords:** *EFL; language learning strategy; personality; twins*

### ABSTRAK

Setiap individu memiliki esensi yang berbeda yang membedakan mereka, bahkan dalam kasus anak kembar identik. Dalam pemerolehan bahasa, tipe kepribadian pelajar telah muncul sebagai salah satu konstruksi penentu yang paling penting bagi strategi pembelajaran siswa. Melalui sebuah studi kasus fenomenologis, perbedaan rumit antara tipe kepribadian dan strategi pembelajaran bahasa dari dua anak perempuan kembar identik di Indonesia yang sedang belajar pendidikan bahasa Inggris diteliti, ditambah dengan satu partisipan sebagai *triangulator*. Dengan menggunakan Strategy Inventory for Language Learning oleh Oxford (1990) dan tes MBTI, peneliti mengumpulkan data tentang perbedaan strategi pembelajaran bahasa mereka dan perbedaan kepribadian. Hasilnya menunjukkan bahwa meskipun memiliki latar belakang yang sama, kepribadian yang beragam - satu individu ENFJ dan yang satu lagi ENTJ - telah berkontribusi pada pendekatan pembelajaran kognitif, memorisasi, kompensasi, metakognitif, pembelajaran sosial, dan pembelajaran afektif yang sangat berbeda. Temuan ini memberikan wawasan menarik ke dalam kompleksitas pemerolehan bahasa dan menyoroti signifikansi perbedaan individu dalam membentuk gaya belajar.

**Kata Kunci:** *EFL; kembar; kepribadian; strategi pembelajaran bahasa*

## INTRODUCTION

Every human being is unique (Myers & Myers, 1995: 1), even people who are born with identical twins do not have the same personality (Cruickshank et al., 2003). Each individual is the product of his or her own unique combination of genetics and the environment, which distinguishes him or her from all other people. This is due to the fact that every human being possesses a unique genetic composition, which clarifies why no two people have the same features. Fadaee et al., (2021) following the study of Mayer (2017) mentioned that each individual has an organized and developed system within himself representing the psychological actions of subsystems. Myers et al., (1985) emphasized on personality as the most desirable way fascinating for individuals to receive information, get energy, focus our attention, and make decisions with the outer world. In addition, personality supported by Matthews et al., (2006) affected student's behavior within the classroom and tutorial success, contributing to the relationships students have with their teachers and their classmates. To sum up, there will be differences in learning approaches and outcomes despite the fact that they are both enrolled in the same classes and taught by the same individual, even between identical twins.

For that case, Andina and Andini (both pseudonym) are young female twins who study at the same university, at one state university on Sumatera Utara province, Indonesia. They enroll the same study program: English language education. Even more remarkably, they were both enrolled in the same class. They were born together. Given that twins were both delivered by Caesarean surgery, their mother could not determine which one was older. However, in the official government document (Family Card), Andini's name is written first. Personally, Andina and Andini have almost the same aspirations for the future, almost the same interests both academically and in their hobbies, and they also have almost the same grade point average. Although they were born as twins, Andina and Andini exhibited a significant bit of personality diversity. Andina is an ENFJ according to the Myer-Briggs Type Indicator (MBTI), while Andini is an ENTJ. These personality variations have a fair impact on each their language learning strategies, beliefs, motivations, and language acquisition.

In particular, learning style, which refers to how each individual learns most, has recently received a lot of attention and interest from researchers due to the widespread belief that it plays a significant part in, and interacts with other essential aspects, in the effectiveness of any endeavour to learn (Fewell, 2010; Foroozandehfar & Khalili, 2019; Warn, 2009). Moreover, all students have unique strengths and shortcomings and they have vastly dissimilar mental capacities (Sulaiman & Sulaiman, 2010). Learners are diverse and have a wide variety of learning styles, from those who can rapidly pick up challenging course material to those who struggle to even grasp the most fundamental concepts and skills (Foroozandehfar & Khalili, 2019). Learner personality type has emerged as one of the most popular constructions of individual differences in the field of language

acquisition. Not only has it attracted a significant amount of interest from researchers who are investigating the influence that it has on the achievement of second language students, but it has also garnered a significant amount of interest from students (Fazeli, 2011 in Foroozandehfar & Khalili, 2019). The ability to learn a language successfully depends on a variety of factors, including an individual's motivation, behaviour, cognitive level, and other factors; however, it appears that the type of personality an individual possesses is one of the most important factors in determining their level of success in learning a language (Foroozandehfar & Khalili, 2019). To sum up, learning styles is referred to individual variances and preferences, as well as typical patterns of brain functioning and approaches to acquiring new knowledge (Joy & Kolb, 2009). As (Cohen, 2011: 7) highlighted besides, language learners conscientiously select and implement a variety of learning strategies to help them accomplish a wide range of tasks as they progress from the earliest stages of language acquisition to the highest levels of proficiency in their target language.

The individual characteristics of the learner also play a role in the success of language development (Boroujeni et al., 2015). Moreover, according to Larsen & Buss (2018) following the study of Boroujeni et al., (2015), personality is a collection of organized and typically enduring psychological traits and mechanisms that affect how people interact with and adjust to their internal psychological, physical, and social circumstances. In contrast, personality, according to Pervin & John(1997) in (Masruddin & Pratiwi, 2016), is a collection of organized psychological traits and systems that people possess that influence how they interact and are able to adapt to their surroundings. To simplify, individual personality is a reflection of the connection between individual's outer behavior and his or her mental health, as well as individual's interior dispositions and preferences for action (Haradasht & Baradaran, 2013). In point of fact, no two people in our world, not even sets of identical twins, are precisely the same because each possesses their own unique personality (Cruickshank et al., 2003).

Since the 1960s, new concepts and approaches to language learning have been identified and refined. Learning a second language can occur through both scientific and natural methods (Seran & Nalanan, 2022). Rigney (1978) proposed a description of language learning strategies as "operations utilized by the language learner in the acquisition, retention, retrieval, or performance of the target language". When it comes to learning a new language, (Oxford, 2011: 12) characterized language learning strategies as particular acts taken by the learner to make learning simpler, way quicker, more pleasurable, more self-directed, more practical, and more transferrable to new contexts. Or, in a more modern sense, efforts to regulate and control the learning of the second language with the intention of achieving a certain goal.

Researchers adopting the sociocultural perspective, outlook the language acquisition is not just as metacognitive and cognitive activity in individual brains, but also as social acts significantly tied to the identity construction of the learners (Hsiao & Oxford, 2002; Palfreyman, 2003; Thorne, 2005; Watson-Gegeo, 2004).

The environment wherein language learners immerse themselves (Lave & Wenger, 1991; also Wenger, 1998 in Gao, 2007) is often referred to as a community of practice when it is discussed in the context of language learning. Their individual learning (Redjeki & Hapsari, 2022), and environmental influences, such as those from one's parents or peers, can also have an impact on a student's success in learning a second language (Gardner, 1985; Masgoret & Gardner, 2003). Societal standards have an impact on students' motivation because they permeate all levels of society, from the home to the classroom to the media (Platsidou et al., 2017). Participation in culturally, linguistically, and historically constructed settings like family dynamics and social circle contact, as well as cultural environment like school, are considered to fundamentally mediate mental features in accordance with the sociocultural paradigm (VanPatten et al., 2020). Kormos & Csizer (2014) discovered that parents' support has a significant impact on their children's motivation to learn a second language because it modifies their children's knowledge orientation, international stance, learning perspectives, aspirational, and second language identities. To practice and strengthen one's language abilities, there is no better place to do so than in the close confines of a family, which consists of individuals with varying qualities and life experiences (Stevens & Ishizawa, 2007). Children within the same family may have different acculturation trajectories due to differences in their linguistic repertoires, as have been investigated by (Pyke (2005). Therefore, Stevens & Ishizawa (2007) attempted to convey a scenario in which children's linguistic repertoires may vary depending on individual differences (such as nativity) and are also susceptible to the linguistic environment in which they are raised. Children's linguistic development may be influenced by their social standing in the family, which can shift over time, and by their siblings' personalities and traits (Stevens & Ishizawa, 2007).

As with, language learning strategy has been distinguished by many experts (i.e: A. Cohen, 1998; Griffiths, 2003; O'malley et al., 1990; R. Oxford, 1990; R. L. Oxford, 2011), and it has obtained a lot of attention in the last decades because LLS research is intended to assist instructors developing their students' language learning skills (Gao, 2007). According to Oxford (1990), a learning strategy is any deliberate act by which a learner enhances his or her chances of success in learning or increases the degree to which learning can be applied more enjoyable, easier, and more effective to pursue new circumstance. According to Ghani (2003), there is a wide range in the number of approaches students use and the specific methods they employ. To master a foreign tongue, learners may employ a variety of approaches. Students traditionally employed methods that proved effective for them in light of their individual learning patterns (Ghani, 2003).

The cognitive viewpoint on language acquisition often defines a language learning strategy as the learner's deliberately decided behaviors for influential, self-regulated progress of language learning (Oxford et al., 2014: 30). Theoretically, this leads to the formation of an individualistic and deterministic

portrait of language learning strategy by restricting learners' success in language learning to the accomplishment of linguistic aspirations and the possession of cognitive traits while sparingly addressing the significance of lived experience of learners in real-life context (Palfreyman, 2003: 244). Thus, the successful acquisition of a second language (L2) has been shown to be positively connected to the application of specific learning strategies by language students (Macaro, 2006; R. L. Oxford, 2011; R. Oxford & Nyikos, 1989; Vann & Abraham, 1990).

Many learning strategy classifications have been developed to explain the language acquisition process (e.g: O'malley et al., 1990; R. Oxford, 1990; Rubin, 1987; Stern & Allen, 1992). Oxford's (1990) six-category framework, which encompasses memory, cognitive, compensatory, metacognitive, affective, and social strategies, is considered one of the most well-known. The Strategy Inventory for Language Learning (SILL) (Oxford, 1990) is one of the strategy questionnaires that is utilized throughout the world, and it is used to evaluate these six different kinds of strategies for language learning. In comparison to previous studies on language learning techniques, the SILL is a resourceful assessment of the variety of techniques revealed by language learners (Hsiao & Oxford, 2002). Oxford (1990) explained that memorization procedures help people recall and transfer language-related information. Meanwhile, students utilize cognitive methods to manipulate the target language or activity correctly. Then, students use compensation strategies to make up for vocabulary gaps in the target language. However, students use metacognitive strategies to organize their own learning by focusing, organizing, planning, and assessing. Affective strategies assist students control emotions, behaviors, motivations, and beliefs. Last, students use social strategies when they are looking for ways to get into a setting conducive to practice.

In particular, there are some instruments which assess the individual personality distinction. One of most popular is Myers-Briggs Type Indicator (MBTI). The MBTI is a tool used to evaluate people's fundamental tendencies in how they perceive and handle information (Johnson et al., 2001) MBTI is a tool used to map human personality, developed by Isabel Myers and Katharien Briggs since 1942, where they tested Carl Jung's theory of personality (Myers Briggs et al., 1998: 128). MBTI assessment has been available in published form since 1943 (Quenk, 2009: 1). Ultimately, there are 16 types of personality in MTBI (Myers Briggs et al., 1998: 64), they are:

Table 1. Types of personality in MTBI

Introverted Sensing with Thinking (ISTJ)	Extraverted Sensing with Thinking (ESTP)
Introverted Sensing with Feeling (ISFJ)	Extroverted Sensing with Feeling (ESFP)
Introverted Thinking with Sensing (ISTP)	Extraverted Thinking with Sensing (ESTJ)
Introverted Feeling with Sensing (ISFP)	Extraverted Feeling with Sensing (ESFJ)
Introverted Intuiting with Feeling (INFJ)	Extraverted Intuition with Feeling (ENFP)
Introverted Intuition with Thinking (INTJ)	Extraverted Intuition with Thinking (ENTP)
Introverted Feeling with Intuition (INFP)	Extraverted Feeling with Intuition (ENFJ)
Introverted Thinking with Intuition (INTP)	Extraverted Thinking with Intuition (ENTJ)

Those who identify as ENFJ have a strong capacity for empathy and a quick aptitude for accumulating on other people's feelings, aspirations, and concerns (Myers Briggs et al., 1998: 100). For them, it's all about assisting others and seeing them grow. The majority of their Feeling is directed outward, where it is used to attract others with its warmth and enthusiasm. They try to see the best in people and value getting along with others. Approval warms them, prompting enthusiastic, loyal responses, and making them extra sensitive to criticism or tension (Myers Briggs et al., 1998: 100). In contrary, People with ENTJ personality traits are natural leaders and organizational builders (Myers Briggs et al., 1998: 90). They easily envision and theorize, and they convert prospects into strategies to accomplish both short-term and long-term goals (Miyake & Friedman, 1998). They are quick to spot ineffective practices and feel compelled to change them in order to get people and circumstances going in the right way (Myers Briggs et al., 1998: 90). Individuals with ENTJ personalities tend to focus their thoughts on the world outside of themselves and are excellent observers and critics. They are ruthless in enforcing their standards on others, on institutions, and on themselves. They admire shrewdness and skill and despise bungling and ignorance. When necessary, they are capable of displaying a high degree of hardiness.

The study of relationship between personality of multiple students and language learning strategy has been extensively studied. However, specifically, the study of relationship between language learning strategy and personality of twin people is still limited. Studies of language learning strategies and personality in twins offer a unique opportunity to understand the connection between these two aspects. Twins share similar genetic and environmental background, which provides researchers with a useful tool to investigate the influence of heredity or environment on language learning strategies.

Further, studying the relationship between language learning strategies and personality in twins is important for several reasons. Firstly, twins share a similar genetic makeup and environment, which allows researchers to better understand the extent to which personality traits are influenced by nature versus nurture. Secondly, studying twins can help identify specific personality traits that may be linked to more effective language learning strategies. Finally, the study of twins can help researchers better understand the complex interplay between personality and language learning strategies, and how these factors may interact to affect language learning outcomes. By investigating the relationship between personality and language learning strategies in twins, researchers may be able to identify new strategies and techniques that can be used to improve language learning outcomes for all learners. To that extent, this study is aimed to investigate the language learning strategies between two twin individuals based on MBTI perspective.

## **METHOD**

### **Participants**

This study involved two female twin learners, aged 20: Andina and Andini (both pseudonym), and one triangulator participants. Both subjects of the study were studying their bachelor degree, majoring in English language education. In time when the research was conducted, they are in semester VIII of their study, and are enrolled in the same class. The subjects of the study have the same characteristics in same aspects, otherwise have different characteristics in other numerous aspects. Meanwhile, based on MBTI test, Andina is categorized as an ENFJ and Andini is categorized as an ENTJ. Meanwhile, the triangulator is their best friend, who has been together with them for years.

### **Design**

This study comprises phenomenological case study: a combination of phenomenology and case study wherein the researcher emphasizes on exploring the core of the subjects' experiences while in-depth describing and analysing various specific evidences of the subjects (Creswell & Poth, 2016). The researcher explores the real-life activities, beliefs, behaviors, and personality of the subject from different point of views, in order to highlight and explore the phenomenon's multiple complexity (Baxter & Jack, 2008): how they study, acquire, improve, and develop their English language skills. Multiple sources of information were utilized in collecting the data: observations, in-depth interview with both of the subjects, in-depth interview with one of their best friend, Strategy Inventory for Language Learning (SILL) by Oxford (1990) to collect the information about their language learning strategy distinction, and MBTI test to assess their personality difference. The information gathered was then processed by using two different approaches: SILL individual distinction calculations were performed on the quantitative data related to the outcomes of SILL questionnaires consisting of 6 categories which includes 50 questions, and constructive analysis was utilized on the qualitative data relating to the outcomes of comparing the subject of different language learning strategies by using MBTI distinction explanation.

### **Technique of Analysis Data**

The data were analyzed by two ways: language learning strategy comparison of two participants by using thematic content analysis of Strategy Inventory for Language Learning (SILL) of Oxford (1990). All 50 responses from both participants are compared to its origin, and then being analyzed by using MBTI approach. MBTI analysis is then being elaborated in accordance to the personality of both respondents in all aspects, both academically and non-academically aspects of them. Through these two methods of data analysis, it is possible to gain insight into the similarities and differences between the two participants in terms of their language learning strategies, as well as understand how their personalities may have an effect on their approach to language learning.

## Trustworthiness

In this study, the researchers employ a pair of methods to address the issue of trustworthiness, namely: theory triangulation and data source triangulation. First, theory triangulation on MBTI personality distinction was used in elaborating the comparison of subjects' personality. This theory provides the researcher with a means to assist him support or refute findings. Meanwhile, the second, data source triangulation is utilized by using the involvement of their best friends who comprehend the subjects' characteristics and personality; in which this best friend have been living together with them since in their high school continue to university level. This provides an extra layer of evidence which can further back up the conclusions made through theory triangulation.

## FINDINGS

### *Results of Strategy Inventory for Language Learning (SILL) Instrument*

Based on the result of filling out the Strategy Inventory for Language Learning (SILL) by the participants, it is achieved that:

Table 2. The twins' language learning strategies and personality types

Language Learning Strategy	Mean Score	
	Andina (ENFJ)	Andini (ENTJ)
Part I Memory	3.2	4.2
Part II Cognitive	4.0	4.7
Part III Compensation	4	2.6
Part IV Metacognitive	4	5
Part V Affective	3.6	4.3
Part VI Social	4.5	4.5

The memorization section of the learning style assessment measures the ability to remember and retain information. The average score for Andina in this section is 3.2, which is lower than the average score of Andini, which is 4.2. This significant difference in scores suggests that Andini may be better at memorizing and retaining information than Andina. Likewise, in the cognitive learning style portion, Andina also scores lower than Andini, with a significant difference in scores of 4.0 for Andina compared to 4.7 for Andini. This indicates that Andini has a higher aptitude for learning and understanding complex information, while Andina may need to work on developing strategies to improve her cognitive learning style. Furthermore, in terms of the compensation learning style, Andina outperforms Andini with an average score of 4, while Andini scores an average of 2.6. The compensation learning style measures the ability to adjust and adapt to different learning situations or environments. Andina's higher score in this aspect suggests that she is more adaptable and flexible in her learning approach, while Andini may struggle with adapting to new learning environments or situations.

Andini has a higher metacognitive learning style score than Andina does, with a difference in scores of 4.0 and 5.0; this score difference is quite substantial.

In the meantime, Andina has a lower score than Andini does. And in the same vein, Andina scores lower in the affective learning style portion, with a difference of 3.6 as opposed to 4.3, which is a decent difference. Finally, in terms of their social learning styles, both of them have the same result, which is 4.5. These results suggest that Andini may be better at planning and monitoring her learning process, as well as regulating her emotions during the language learning process, while Andina may benefit from additional support in these areas. Additionally, both individuals have a similar approach to learning in a social context.

## **DISCUSSION**

In memorization language learning strategy model, Andini as ENTJ is better than Andina in comparison 4.2 and 3.2. This finding evidenced the Miyake & Friedman's (1998) explanation that individuals with a thinking preference (T) on the MBTI had a higher level of procedural memory, which is related to the ability to acquire and retain skills and habits. This evidenced that individuals with ENTJ preferences, Andini, who is more likely to have a thinking preference, possesses a higher capacity for procedural memory, which potentially facilitate her language learning. Additionally, ENTJs individuals are known to conceptualize and theorize readily and translate possibilities into plans to achieve short-term and long-term objectives Myers Briggs et al., (1998). They are intellectually curious, seek new ideas, and enjoy solving complex problems. ENTJs use their intuition primarily internally to conceive possibilities and create insights they use in making decisions and plans. They are likely to be conceptual and global thinkers (Myers Briggs et al., 1998).

Moreover, the findings is in line with the study of Miyake & Friedman (1998) who explored the relationship between working memory and second language proficiency, suggesting that working memory is a key factor in language aptitude. The authors conducted a series of experiments involving English-speaking participants learning either French or Spanish. Results showed that individual differences in working memory capacity were strongly related to differences in language proficiency, even after controlling for factors such as IQ, age, and previous language learning experience. The study highlights the importance of working memory in language learning and suggests that individuals with higher working memory capacity may have an advantage in acquiring and retaining a second language in which in this context evidenced that Andini is higher on this part.

Likewise, in cognitive strategy, Andini is superior than Andina in learning their English language. Andini possess 4.7, meanwhile Andina achieves 4.0 in this part. Cognitive strategies refer to the mental processes that learners use to acquire, retain, and retrieve new information in the target language (Oxford, 1990). These strategies include activities such as repetition, association, categorization, imagery, and elaboration. Besides, as stated earlier, ENTJ personality type in the MBTI is linked to specific cognitive tendencies like analytical and logical reasoning, as well as strategic and efficient decision-making (Myers Briggs et al., 1998: 90). These

facts evidenced why Andini is scoring higher on terms of cognitive strategy than Andina. This could potentially influence language learning strategy preferences of them with this personality type. Andini may also gravitates towards cognitive strategies that involve analysing and synthesizing information, such as summarizing and elaborating on new language concepts. Naturally, in this case, both the twins use their scientific and natural learning approaches (Seran & Nalenan, 2022), and they also use their individual learning respectively (Redjeki & Hapsari, 2022), in which Andini is more superior.

In addition to the memorization strategy, Lai (2005) found that language learners who employed more meta-cognitive and compensation strategies tended to have higher levels of language proficiency. These strategies involve monitoring one's own learning process and making adjustments accordingly, such as using dictionaries or asking for clarification when necessary. It is evidenced in this study that Andina, who scored higher in the compensation learning style portion, be more attuned to her own learning process and more likely to use these strategies effectively, despite her lower score in the memorization strategy.

In term of compensation language learning strategy, in average Andina is higher than Andini with comparison 4: 2.6. as Oxford (1990) emphasized that compensation strategies refer to strategies used to overcome deficiencies or gaps in one's language skills or knowledge. This strategy is often used in situations where learners have limited language proficiency or limited access to resources. compare to the personality, ENFJ individuals are known to be social and have strong interpersonal skills and as extraversion (Myers Briggs et al., 1998: 100), they prefer group activities and social interaction, which may make them more likely to use strategies such as asking for clarification or feedback from others during language learning. This is evidenced why Andina is higher on compensation strategy. Additionally, ENFJ individuals tend to be empathetic and intuitive, which may also contribute to their use of compensation strategies as they are more likely to pick up on social cues and adjust their language use accordingly. It is possible that Andina's personality traits have influenced her compensation language learning strategies.

Despite this, in metacognitive language learning strategy, Andini is higher than Andina. Andina possesses 5 meanwhile Andini possesses 4. Metacognitive strategies refer to strategies that involve planning, monitoring, and evaluating one's own learning process Oxford (1990). These strategies can include setting goals, assessing one's own language proficiency, identifying strengths and weaknesses in learning, selecting and using appropriate language learning resources, and self-testing. Metacognitive strategies in this context, help Andini as an ENTJ individual take control more of her own learning process rather than Andina. As explained by Myers Briggs et al., (1998: 90), individuals with the ENTJ personality type tend to possess a strong desire for knowledge, actively seek out novel concepts, and are drawn to intricate challenges. They primarily utilize their

intuition internally to envision various possibilities and develop unique insights that inform their decision-making and strategic planning. This is in line with the strategies used by Andini, appears that Andini is more strategic and reflective in her language learning approach, as reflected in her higher metacognitive score. On the other hand, Andina is less reflective and more focused on the present moment, as reflected in her lower metacognitive. But notably, it does not mean that Andini is smarter in language acquisition than Andina. This only evidenced that Andini uses more various strategies in her English language learning as the English language education department student.

Moreover, in the field of affective language learning strategy, Andini possess higher point than Andina, 4.3: 3.6. As an ENTJ individual, Andini is superior than Andina who is ENFJ in this context. According to Oxford (1990), affective language learning strategies are those that involve the learner's emotions, attitudes, and motivation. These strategies are designed to enhance the learner's motivation and positive attitude towards language learning. Examples of affective strategies include setting goals, managing anxiety, creating a supportive learning environment, using positive self-talk, and rewarding oneself for progress. However, as ENTJ is known for their goal-oriented and results-driven nature, this evidences why Andini be more likely to use affective strategies such as goal-setting and self-reward to maintain her motivation and focus during language learning. These strategies align with the ENTJ personality type, which values efficiency and productivity. By using affective strategies that are aligned with her personality type, Andini can optimize her language learning experience and achieve her goals more effectively.

Nevertheless, in social language learning strategy, Andina and Andini are similar, 4.5: 4.5. According to Oxford's (1990) language learning strategy model, social strategies refer to the strategies used to interact with others in the language being learned. These strategies are particularly useful for developing communicative competence and building confidence in using the language. In the same way, individuals with an ENFJ personality type are often described as warm, empathetic, and charismatic Myers Briggs et al., (1998: 100). They tend to be outgoing, talkative, and enjoy socializing with others, in which they value harmony and seek to create a positive environment for themselves and those around them. This is evidenced why Andina is high on the social strategy, in which Andina is a feeling individuals who like to socialize with others as socialization is her main energy and expression. But, Andini also has the same high point with Andina, although she is ENTJ.

### ***Triangulation***

Triangulation is completed with the semi-structured interview with one of their best friends. This triangulation is intended to obtain additional insights into their language learning strategies and to get more accurate data, in case this their best friend have been living closely together with them since their high school

continue to university level, and has witnessed the participants' language learning progress and habits over a longer period of time.

In their academic potentials, Andini was actually preferred to be study at natural science on her senior high school, meanwhile Andina chose to study social science.

*"Their parents have been separated since they were in primary school. So their mother takes care of them respectively, supported by their elder aunty. In junior high school, Andini chose to study natural science, meanwhile Andina preferred to study social science. But, her mother enforced Andina to study natural science in order they would be together in every circumstances. After graduated from senior high school, they did not have any choice to continue their study, in case their mother wanted them to study English language education. So both of them tried some advanced English language education admission in certain popular universities, but they did not pass. They finally were accepted on this current university, both enrolled in the same class."-(Their best friend)*

By the explanation of their friends which emphasizes that actually they differ in academic choice, it evidenced their different personality. Andini actually wanted to study natural science, meanwhile Andina respectively loved to study social science. This proves the different characteristics of them, in which Andina is ENFJ and Andini is an ENTJ. The ENFJ personality type is known for being sociable and is often characterized as warm, empathetic, and charming Myers Briggs et al., (1998: 90), therefore Andina loved to study social science. Andina has a tendency to be outgoing, talkative, and enjoy interacting with others, and are highly intuitive when it comes to understanding the emotions of those around her. ENFJs are also usually well-organized, structured, and confident in making decisions. They prioritize creating a positive and harmonious environment for themselves and those in their social circle. In addition, ENFJs may benefit from a teaching style that is warm and supportive, while also providing clear structure and direction. In contrary, previously Andini intended to study natural science, which emphasizes the characteristic of her personality. As an ENTJ, she tends to be highly organized and structured in their thinking, with a focus on long-term planning and achieving their objectives Myers Briggs et al., (1998: 90). ENTJs are also highly competitive and enjoy a challenge ENTJ is a personality type in the Myers-Briggs Type Indicator (MBTI) that is characterized by certain cognitive tendencies, such as analytical and logical reasoning, as well as being strategic and efficient in decision-making, which this case evidenced why Andini prepared to study natural science previously.

Morover, in detail characteristic, the statement from their friend highlights the ENFJ personality trait of being empathetic and nurturing towards others of Andina. ENFJs are known to be highly skilled in understanding the emotions and thoughts of those around them.

*"I love Andina the most since she likes to nurture others. I would love to call Andina whenever I need help rather than to Andini. I rarely found Andina speaks up loudly or has an argument with someone else in public. She often tells me that whenever she does that she would eventually regret it and think whether she had hurt someone's feeling". -(Their best friend)*

Andina has a natural ability to read people's minds and hearts and respond with care and compassion. This ability allows her to create strong bonds with others and be someone that others can turn to for support and guidance. Furthermore, the statement also reflects the Andina's ENFJ's desire to help others and solve their problems, even at her own expense. As generally, ENFJs are known to be selfless and always willing to lend a helping hand. They prioritize the needs of others and strive to create a positive and harmonious environment for those around them (Myers Briggs et al., 1998: 90). Their nurturing nature often makes them natural caretakers, mentors, and leaders in various settings. Overall, the statement about Andina's ENFJ personality showcases the strengths of this personality type in understanding and caring for others. Andina's ability to empathize and take-action to help others make her valuable contributors to any social or professional group.

In the same way, for their activeness in the classroom, Andini is more active than Andina. As an ENTJ, Andini is an assertive individual who makes decisions quickly and with confidence, as well known that they have a natural ability to take charge and lead others (Myers Briggs et al., 1998: 90). They have a clear vision of what they want to achieve and know how to communicate it to others.

*"Compared to Andina, Andini is braver than Andina. She would love to do presentations in class and have discussions with classmates. She also has better achievement in the classroom compared to Andina"-(Their best friend)*

Andini's ENTJ personality type may contribute to her activeness in the classroom. ENTJs are known for their natural leadership skills, strategic thinking, and goal-oriented nature, which may make them more inclined to take an active role in their learning. Andini's confidence and willingness to participate in class activities, such as presentations and discussions, may be a reflection of her assertive personality and strong communication skills. Furthermore, ENTJs are often high achievers, driven by their desire to achieve their goals and succeed in their endeavours. Andini's better academic achievement compared to Andina may be a testament to her goal-oriented nature and focus on achieving success in the classroom. Overall, Andini's ENTJ personality type may contribute to her active engagement in the classroom and her academic success.

Further, in their daily lives and habits, they are having the same hobbies and interests. They both love to play games on their mobile phone, and they love the same music genre: K-Pop. Even, they have the same types of mobile phones. Their mother always equates everything belonging to them since they were children. They are also both given the same responsibilities to take care of their

house's neatness. However, in their association lives with their peers and community, Andini is fussier than Andina.

*“Andini speaks bluntly to others. In comparison, Andina sometimes speaks bluntly also to others, but after that, she will regret what she has been saying to others.”*

Despite their similarities in hobbies, interests, and household responsibilities, Andini and Andina have different approaches to their social interactions. As an ENTJ, Andini is more direct and assertive in her communication style, which could sometimes come across as blunt to others. She prioritizes being honest and straightforward in her interactions, even if it means potentially offending others. On the other hand, Andina may also speak bluntly at times, but she is more likely to feel remorseful afterward and try to make amends. This reflects her sensitivity to others' feelings and her desire to maintain positive relationships. In their association lives with their peers and community, Andini's fussiness also sets her apart from Andina. As an ENTJ, Andini may have high standards for herself and others and may not tolerate inefficiency or incompetence. This could make her more demanding of others and less forgiving of mistakes. Andina, on the other hand, is more accommodating and forgiving of others' shortcomings, which makes her more approachable and well-liked in social situations.

## **CONCLUSION**

Based on the results of the Strategy Inventory for Language Learning (SILL) instrument filled out by both participants, it can be concluded that both Andina (ENFJ) and Andini (ENTJ) make use of a variety of language learning strategies. In terms of memory strategies, Andini scored higher than Andina, indicating that Andini is more likely to use techniques such as repetition and memorization to aid in language learning. In the cognitive strategies section, both Andina and Andini scored relatively high, suggesting that they both employ a range of mental processes to facilitate language learning, such as analyzing the language and making connections with prior knowledge.

In comparison, when it comes to compensation strategies, Andina scored higher than Andini, implying that Andina is more likely to use strategies such as guessing and approximation when encountering difficulties in language learning. In the metacognitive strategies section, both Andina and Andini scored highly, indicating that they are both aware of their own language learning processes and have strategies in place to monitor and regulate their learning. In the affective strategies section, Andina scored slightly lower than Andini, suggesting that Andina may have more difficulty managing emotions such as anxiety and motivation during language learning.

Overall, the results of the SILL instrument suggest that both Andina and Andini are proficient language learners who employ a range of strategies across various domains to facilitate their language learning process. However, this study only focuses on two identical twins on their English language learning. One limitation of this study could be the small sample size of only two participants. This limits the generalizability of the findings and makes it difficult to draw conclusions about language learners in general. For that extend, there are some suggestions for future research:

- (1) Investigate how personality types may influence language learning strategies: this study found that Andina's ENFJ personality type may have contributed to her higher score in social language learning strategies. Future research could explore how other personality types may impact language learning strategies and outcomes.
- (2) Compare strategy use across different languages: This study focused on the language learning strategies used by two individuals learning English. Future research could compare strategy use across different languages to see if certain strategies are more effective for learning specific languages.
- (3) Investigate the effectiveness of different language learning strategies: while this study found that both participants used a variety of language learning strategies, it did not examine which strategies were the most effective. Future research could compare the effectiveness of different strategies in improving language proficiency.

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