Research

Investigating the Relationships among English Language Self-Efficacy, Learning Style Preferences, and Goal Setting for Bachelor Students in the Faculty of Logistics

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Abstract

This study aims to investigate the relationships among English language self-efficacy, learning style preferences, and goal setting for bachelor students in the Faculty of Logistics. There were 289 usable questionnaires from five groups of students, the first three groups were 209 students who studied English for logistics as compulsory subsidiary subjects and the last two groups were 80 students who studied English for Communication as an elective subject. The data were analyzed by Exploratory Factor Analysis to classify groups of self-efficacy and learning style preferences. The hypotheses were solved by SEM analysis using the WarpPLS trial version. The results were two loading self-efficacy factors and three loading learning style preferences that had an eigenvalue of more than 1.0. The results indicated 2 self-efficacy factors which were (1) Listening and speaking in English (LS) and (2) Writing and reading in English (WR). Learning style preferences have three factors which were (1) Understanding and seeing in a new way (Learn 1); (2) Seeking opportunities (Learn 2); and (3) Increasing one's knowledge (Learn 3). It can be concluded that H_1: self-efficacy influences English learning style preferences at the significance level of 0.01 and H_2: English

learning style preferences influence students' goal-setting on learning English at the significance level of 0.01.

Keywords: English language, goal setting, learning style preferences, self-efficacy

1. Introduction

The era of advanced technology allows people from all over the world to connect to each other, and people need language to communicate. English is used as an international language of communication for various purposes. Hence, educational institutions throughout the world have established English as second language programs taught at primary, secondary and university levels.

In higher education of developing countries, English is the dominant language because of the centralization of science and scholarly knowledge in the developed world and globalization acquired knowledge about the English language. It is widely accepted that fluency in the English language is a key success factor in life. In Thailand, English language education has been a compulsory course in mainstream education from primary schools to universities. At present, English has the largest number of learners in comparison with other foreign languages taught in Thailand. However, English language proficiency in Thailand is very low and dropping compared to other countries. The Kingdom is the third worst in Asia and ranked 62 out of 70 nations in 2015 (Bangkok Post, 6 November 2015). In 2016, Thailand had very low English language skills, scoring only 47.21 out of 100, ranked 56th out of 72 countries, and ranked sixth out of eight ASEAN countries surveyed. Of the ASEAN countries. Singapore is ranked 6th in the world, followed by Malaysia, the Philippines, Vietnam, Indonesia, Thailand, Cambodia and Laos. Last year, Thailand got 45.35 points which was 62nd. (Channel3, 2017). Therefore, the government organizations that are responsible for improving language skills realize these problems and are trying to find solutions to improve language skills.

The studies about second language acquisition show that language learners' beliefs are considered an outstanding learner variable affecting language learners' perception, behavior and learning outcomes (Barcelos, 2003; Barcelos & Kalaja, 2011). Motivation has a significant role in the process of learning languages. Teachers must understand the relationship between motivation and the effect of student performance on studying language (Dornyei, 2005). Dweck and Grant (2008) stated that the motivation patterns and beliefs about ability and achievement (self-efficacy) are essential factors for English learners.

In recent years, language studies have been performed on non-cognitive skills especially self-efficacy (Kim, Wang, Ahn, & Bong, 2015; Zheng, Liang, Yang, & Tsai 2016; Lee, Yeung, & Ip, 2017). Previous studies indicated that self-efficacy can predict the largest

population of learner achievement of students (Pajares & Graham, 1999; Shih & Alexander, 2000). Students with high levels of self-efficacy take more responsibility for their own learning and view themselves as proactive learners than students who have low self-efficacy (Zimmerman & Kitsantas, 2005). Self-efficacy has positive effects on students' performance-approach goals (Liem, Lau, & Nie, 2008). Another study, conducted by Zimmerman & Kitsantas (1997) suggested that increased self-efficacy is accompanied by enhanced intrinsic motivation.

To achieve learning goals, students need to develop high order thinking skills through self-regulated learning. An individual's perception of the self and task influence the quality of learning (Ekeke, & Tulu, 2015). The quality of learning outcomes achieved is dependent to a considerable extent on the learning activities used by learners (Bhagat, Vyas, & Singh, 2015). Learning styles are individual preferences and tendencies that influence learning (Smith, 1982). Johnson and Johnson (1998) stated that learning styles have a strong relationship with attitudes towards learning, including motivation to learn, involvement in learning activities, attitudes towards instructors, and self-efficacy. Therefore, learning styles can be an important attribute that influences the effectiveness of any professional training or educational program.

In the logistics industry, English language skills are important to student achievement when applying for jobs, especially in international companies where the staff has to deal with international activities such as import-export tasks. English is a very important tool for them (Burcher, Lee, and Sohal, 2007). According to my previous research, we found that the first factor (Interested in English) has the strongest influence on the participants' willingness to learn English. This factor motivated students to acquire the opportunity to learn and speak English (Samokhin & Lertputtarak, 2017). Bai, Hu, and Gul (2014) found that students in the high English proficiency group used more revising, self-evaluating, and information-seeking. The second factor is 'Opportunity seeking'. These students like to watch English movies, listen to English music and try to understand the language; hence their willingness is related to their preferences of learning (Samokhin & Lertputtarak, 2017). However, when we taught students, we still found that students lacked motivation to learn English. Zimmerman, Bandura, and Martines-Pons (1992) recommended that students' self-efficacy and personal goals served as predictors of students' final grades in social studies. Perceived efficacy to achieve academic attainment both directly and indirectly influenced personal goal setting (Zimmerman, 1989). Therefore, the ideas presented so far about self-efficacy might help language teachers gain a better understanding of the reasons underlying their students' different academic outcomes and may help them find ways to enhance appropriate instructional designs. Hence, in this study the researchers realize students' self-efficacy and their learning styles may have positive effects on their goalsetting to learn English. In the near future, students who are now studying will graduate and join organizations. So, it is the

duty of the teachers, faculty and university to provide them with sufficient knowledge for future work performance. Hence, in order to find ways to improve their language skills, it is essential to understand the self-efficacy and learning preference styles that motivate them to set goals to learn languages. The benefits of this study can help English teachers to understand more about their learners in order to encourage them to learn English and prepare lessons that are suitable for them.

2. Objective of This Study

To investigate the relationships among English language self-efficacy, learning style preferences, and goal setting for bachelor degree students in the Faculty of Logistics.

3. Literature Review

3.1 Self-efficacy

Self-efficacy is the belief in one's capabilities to perform tasks successfully (Bandura, 1977). People with higher self-efficacy and motivation can do their best and not give up easily when faced with difficult situations (Ersanli, 2015). Learners' self-efficacy beliefs have a direct effect on students' goals (Bandura, 1993; Linnerbrink & Pintrich, 2003). Navarro and Thornton (2011) pointed out that a self-directed learning context is the situation that students can control their choice of learning actions. Students may study English because it is useful to communicate with English-speaking people, and if they learn to speak English very well, it will help them get a good job (Navarro & Thornton, 2011). Students with high levels of self- efficacy beliefs take more responsibility for their tasks as proactive learners (Zimmerman & Kitsantas, 2005). Thus, enhancing English language learners' self-efficacy beliefs is essential to their learning process and it should be added into classroom teaching approaches (Wang, Schwab, Fenn, & Chang, 2013).

3.2 Learning style preferences

Learning is "the process whereby knowledge is created through the transformation of experience" (Kolb, 1984, p. 38). The knowledge that students learn in class is partially determined by the students' ability, prior preparation, the capability of their learning style, and the lecturers teaching style (Felder, 1996). In a class, there are different learning styles, therefore it is always necessary for teachers to identify, respect and work on the diversity of learning styles (Razawai, Muslim, Razali, Husin, & Samad, 2011).

Language is probably the most difficult set of skills for learners to study, especially a language which is not their first language (Razawai, Muslim, Razali, Husin, & Samad, 2011). According to Reid (1995 cited in Razawai, Muslim, Razali, Husin, & Samad, 2011, p.180), there are two categories of sensory learning styles, which are perceptual learning and environmental learning. Perceptual learning style is a learning style through the five senses. Auditory learners learn through hearing words spoken and from oral explanation. Visual learners learn through seeing words in books, they do not need much oral explanation, and they take notes during lectures. Tactile learners learn through touching and working with materials. Kinesthetic learners learn through movement and body experience, they can study well when they actively participate in activities. Haptic is a combination of tactile and kinesthetic learning where they learn through the sense of touch and body involvement. The environmental learning style is the physical (e.g., temperature, sound, light, time, and classroom management) versus the sociological (e.g., group, individual, pair, teamwork, and level of teacher authority). Moreover, Reid (1998) mentioned two other learning styles, which are group learning and individual learning. Group learning style is students interacting and doing class work with other students in groups. They can study well when they work with two or three classmates. For the individual learning style, students can study with better results when they work alone and remember lessons when they learn by themselves.

There were some research studies about language learning styles in several countries. Park (1997a; 1997b) did research to compare learning styles among Chinese, Filipino, Korean, Vietnamese, and British students and found that Chinese, Filipinos, and Koreans are more visual than Britons. While Vietnamese showed preference for group learning styles. Razawai, Muslim, Razali, Husin, & Samad (2011) found that the two major learning styles preferred by Malay students are kinesthetic and tactile. Whereas, Chinese and Indian students preferred visual learning styles.

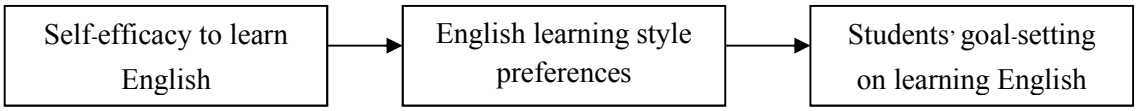
3.3 Goal setting

"Goals" generally refer to more concrete and mindful ends. They are performance outcomes or learning targets that individuals use for self-evaluation, "a criterion against which to assess, monitor, and guide cognition" (Pintrich, 2000, p. 457). They are also aspirational, and orient the individual toward a "desirable future state of affairs" (Shah & Kruglanski, 2000, p. 85). Achievement goal theory is the relevant theory to study about personal goals. This theory focuses on understanding, developing skills, or improvement, and performance approach (Martin & Elliot, 2016). Martin (2006) showed that personal goals positively predicted students' educational attainment aspirations, class participation, enjoyment of school and perseverance. If students have clear personal goals which they need to strive for achieving, it can help students to direct their attention and effort towards task

performance and educational outcomes. Highly efficacious persons have a wider array of autonomously motivating goal options (Wolf, Herrmann, & Brandstatter, 2018).

4. Conceptual Framework

The researchers used social cognitive theory (Bandura, 1986, 1989, 1991) to develop the conceptual framework that self-regulation can direct students' learning process (learning style preferences) and attainments by setting challenging goals. Self-regulated learners set a high sense of efficacy in their capabilities, which influenced their knowledge and skill goals (Zimmerman, 1989, 1990).Perceived self-efficacy affected the level of goal challenge people set for themselves, and the amount of effort they put out. Perceived self-efficacy is theorized to influence performance accomplishments both directly and indirectly through its influence on self-set goals (Bandura & Wood, 1989). Therefore, self-efficacy influences what activities students select, how much effort they express, how persistent they are when faced with difficult situations and finally end up with the difficulty of the goals they set. The conceptual framework of this study followed the theory of self-efficacy by Bandura (1986, 1989, 1991). We realized that self-efficacy can direct learning styles in the learning process and finally it can influence students' goal setting to learn English. This conceptual framework was supported by Jeng and Shih (2008), who found that self-efficacy positively correlates with goal setting, and the higher the level of self-efficacy, the higher the level of future achievement. Self-efficacy can influence the learning process, if teachers can provide a teaching style suitable to the students' learning style. It can encourage students to set their goals as motivation to study. It is essential to understand how students perceive themselves, what style they prefer to study, and what are their goals, in order to create teaching programs to match the desires of the learners.



5. Hypotheses

H_1: Self-efficacy influences English learning style preferences.

H_2: English learning style preferences influence student goal-setting to learn English.

6. Methodology

6.1 Participants

The Faculty of Logistics was selected because students who graduate from this faculty

will work in the logistics industry, and English language skills are important for their success. The population consisted of 426 undergraduate students who studied English for logistics and English for Communication in the Faculty of Logistics, Burapha University in semester 1 and semester 2, academic year 2017 (August 2017- March 2018). There were 300 questionnaires distributed to students by convenience sampling method. From the results of data collection, there were 289 usable questionnaires from five groups of students, the first three groups were 209 students who studied English for logistics as compulsory subsidiary subjects and the last two groups were 80 students who studied English for Communication as an elective subject. The 289 usable questionnaires for 28 latent variables were sufficiently large for factor analysis (Pallant, 2007; Tabachnick & Fidell, 2013). These amounts provided a ratio of participants to items of 5:1, which is considered good (Hair, Anderson, Tatham, & Black, 1998). While the minimum sample size PLS-SEM is the '10-times rule' method (Hair, Ringle, & Sarstedt, 2011), which builds on the assumption that the sample size should be greater than 10 times the maximum number of inner or outer model links pointing at any latent variable in the model.

6.2 Questionnaire

The self-efficacy factors for the questionnaire were adapted from Kim, Wang, Ahn, and Bong (2015). The self-efficacy was measured by 12 self-perceived capabilities questions by using a 5-point Likert scale ranging from "I am totally unable to do this" to "I am able to do this well".

The 13 learning style preference questions were adapted from Lin, Zhang, and Zheng (2017) and Zheng et al. (2016) and 3 goal-setting questions were adapted from Zheng et al. (2016) by using a 5-point Likert scale ranging from "do not agree at all" to "strongly agree". The reliability of the questionnaire was checked by using the Cronbach alpha. The resulting scores were self-efficacy (0.851), learning style preference (0.763) and goal-setting (0.729), which are considered appropriate in social sciences as they are above 0.7 (Pallant, 2007).

6.3 Data analysis

Data were analyzed by the SPSS program, using factor analysis and testing the hypothesis by using the WarpPLS trial version.

First, the Kaiser-Olkin (KMO) measure of sampling adequacy (Kaiser, 1974) was used. The values of the KMO and Bartlett's test of sphericity for self-efficacy produced were 0.905 and 0.000, respectively, and the learning style preferences were 0.750 and 0.000 showing that the data were appropriate for factor analysis.

Table 1. self-efficacy – Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.905
Bartlett's Test of Sphericity	Approx. Chi-Square	1473.372
	Df	66
	p-value.	0.000**

** p-value <0.01

Table 1 shows that the Kaiser-Meyer-Olkin measure is 0.905, which is greater than 0.5 and Bartlett's Test of Sphericity is 1473.372 with p-value 0.000. It indicates the strength of the interrelationship among the set of variables and appropriateness for factor analysis.

Table 2. Learning style preference – Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.750
Bartlett's Test of Sphericity	Approx. Chi-Square	1174.167
	Df	78
	p-value.	0.000**

** p-value <0.01

Table 2 shows that the Kaiser-Meyer-Olkin measure is 0.750 which is greater than 0.5 and Bartlett's Test of Sphericity is 1174.167 with p-value 0.000. It indicates the strength of the interrelationship among the set of variables and appropriateness for factor analysis.

Using a principle component approach, the total variances of 2 retained self-efficacy factors and 3 learning style preferences were found. Kaiser's Criterion is based on the recommended eigenvalue of 1.0. Researchers use the orthogonal Varimax approach during rotation. In addition, to ensure stable and robust factors, researchers retained items with a minimum loading of 0.4. The factor loadings measure the correlations of the items with the factors. Comrey and Lee (1992) suggested the following: Loadings more than 0.71 are considered excellent; Loadings more than 0.63 are considered very good; Loadings more than 0.55 are considered good; Loadings greater than 0.45 are considered fair; and Loadings over 0.32 are considered poor.

Second, the hypothesis was tested by the WarpPLS trial version with the fit indices as shown in Table 3.

Table 3.The fit indices for WarpPLS

Indices	Measurement	
Average block VIF (AVIF)	<= 5	Kock (2012)
Average full collinearity	<= 5	Kock (2012)
TenenhausGoF (GoF)	>= 0.70	Kock (2012)
Sympson's paradox ratio (SPR)	>= 0.70	Kock (2012)
R-squared contribution ratio (RSCR)	>= 0.90	Kock (2012)
Statistical suppression ratio (SSR)	>= 0.70	Kock (2012)
Nonlinear bivariate causality direction ratio (NLBCDR)	>= 0.70	Kock (2012)

7. Results

From 289usable questionnaires, the majority of the students were female (75.8%) with male (24.2%). They studied in the third year (77.6%) and second year (23.4%), for approximately4.2 hours per week to do English self-study.

There were two loading self- efficacy factors and three loading learning style preferences that had an eigenvalue of more than 1.0.

Table 4. Rotated component matrix for self-efficacy.

Self-efficacy Measured by self-perceived capabilities	Components		Mean	SD
	Factor 1	Factor 2		
Can you understand English TV programs?	0.827		2.93	0.81
Can you understand English songs?	0.754		3.10	0.72
Can you describe your university to other people in English?	0.731		3.02	0.73
Can you understand English dialogs about everyday school matters?	0.694		2.94	0.81
Can you ask your teacher questions in English?	0.650		2.98	0.75
Can you introduce your teacher to someone else in English?	0.638		3.04	0.78
Can you write an e-mail in English?		0.863	2.69	0.78
Can you do homework/ class assignments alone when they include reading English texts?		0.754	2.78	0.82
Can you compose messages in English on the internet (Facebook, Twitter, blogs, etc.)?		0.748	2.77	0.73
Can you guess the meaning of unknown words when you are reading an English text?		0.707	2.77	0.81

Can you form new sentences from words you have just learned?	0.705	2.64	0.80
Can you write diary entries in English?	0.565	2.75	0.77

The results indicated 2self-efficacy factors, which are:

Factor 1: Listening and speaking in English (LS) and Factor 2: Writing and reading in English (WR).

Table 5. Rotated component matrix for learning style preference.

Learning style preferences	Components			Mean	SD
	1	2	3		
I read aloud instructional materials to fight against distractions.	0.811			3.32	0.85
Doing a presentation in English makes me more energetic to improve my skills.	0.784			3.04	0.81
I try to take thorough notes in class because notes are very important for learning.	0.693			3.04	0.91
I share English problems with my classmates that we are struggling with and we try to solve our problems together.	0.678			3.07	0.81
I do extra problems in my courses in addition to the assigned ones to master the course content.	0.652			3.04	0.88
I communicate with my classmates to find out how I am doing in my classes.	0.607			2.90	0.79
I like to have opportunities to ask or to answer questions in class.		0.807		3.36	0.95
I like to sit next to classmates who like to learn English.		0.745		3.56	0.85
I like to sit in the front row to motivate myself to learn English.		0.744		3.07	0.89
I always seek opportunities to communicate in English both in and out of class.		0.670		3.19	0.81
I try to participate in class in order to improve my English.		0.651		3.66	0.81
I prepare my questions before class.			0.871	2.71	0.91
I summarize my learning in courses to examine my understanding of what I have learned.			0.837	2.72	0.90

The results indicated 3 learning style preference, which are:

Factor 1: Understanding and seeing in a new way (Learn1)

Factor 2: Seeking opportunities (Learn2)

Factor 3: Increasing one's knowledge (Learn3)

Table 6. Mean and standard deviation of goal setting.

Goal setting	Mean	Standard deviation	Meaning
1.I set both short- and long-term goals to learn English	3.72	0.85	high
2.I set a goal for learning to improve my English skills during my spare time.	3.51	0.92	high
3.I set a goal to learn English at a high level.	3.41	0.98	moderate
Total	3.54	0.90	high

Note. Mean at a moderate level was 2.50-3.50 and mean ata high level was 3.51-4.50

The results indicate that students set goals to learn English at a high level (overall mean was 3.54).

Results from model testing

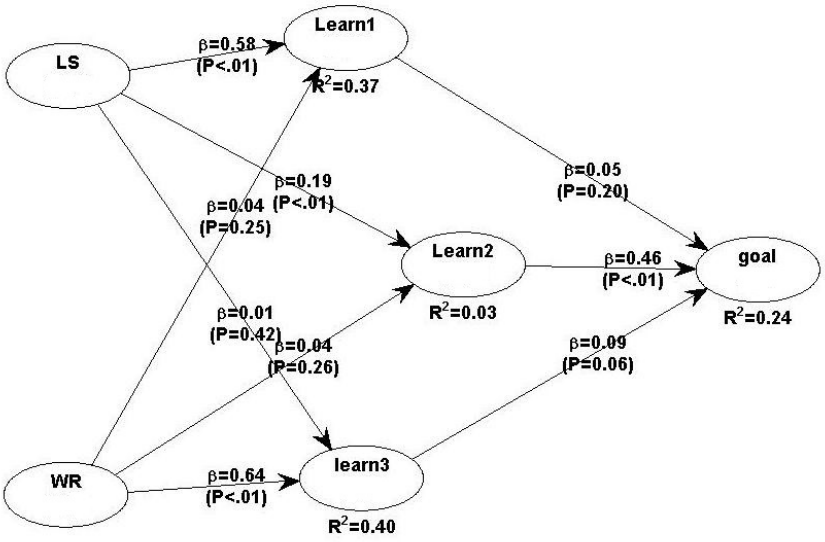


Figure 1 The Structure Model

Average path coefficient (APC) =0.231, P< 0.001

Average R-squared (AR) = 0.262, P<0.001

Average adjusted R-square (AARS) = 0.256, P<0.001

Average block VIF (AVIF) =1.368, acceptable if <=5, ideally <=3.3

Average full collinearity VIF (AFVIF) = 1.835, acceptable if <=5, ideally <=3.3

TenenhausGoF (GoF) = 0.404, small, = 0.1, medium >=0.025, large >= 0.36

Sympson's paradox ratio (SPR) = 1.000, acceptable if >=0.7, ideally =1

R-square contribution ratio (RSCR) = 1.000, acceptable if >=0.9, ideally = 1

Statistical suppression ratio (SSR) = 1.000, acceptable if >=0.7

Nonlinear bivariate causality direction ratio (NLBCDR) = 1.000, acceptable if >=0.7

Hypothesis testing

Table 6. Hypothesis testing

Hypothesis	Relationship	Path coefficient (β)	p-value	Decision
H_1	LS → Learn1 LS → Learn2 LS → Learn3	0.582 0.185 0.011	0.001** 0.001** 0.419	Supported Supported Not supported
	WR → Learn1 WR → Learn2 WR → Learn3	0.038 0.035 0.636	0.245 0.260 0.001**	Not supported Not supported Supported
H_2	Learn 1 → Goal Learn 2 → Goal Learn 3 → Goal	0.046 0.464 0.086	0.202 0.001** 0.058	Not supported Supported Not supported

Note: ** p-value < 0.01 (t =2.33), *p-value, 0.05 (t=1.645)

For H_1, it can be concluded that self-efficacy in listening and speaking (LS) has an effect on English learning style factors 1and 2at a significance level of 0.01. While self-efficacy in listening and speaking (LS) has no effect on English learning style factor 3.

Self-efficacy in writing and reading (WR) has an effect on English learning style factor 3at a significance level of 0.01. But self-efficacy in writing and reading (WR) has no effect on English learning style factors 1 and 2.

It can be concluded that H_2 (English learning style preferences) influences students' goal-setting for learning English. The English learning style of seeking opportunities (Learn 2) has an effect on students' goal-setting on learning English at a significance level of 0.01.The English learning styles of understanding and seeing (Learn 1) and increasing one's knowledge (Learn 3) have no effect on students' goal-setting on learning English.

8. Discussion and Recommendations

Students faced some obstacles, which came from their internal problems, such as anxiety, worried about making mistakes, lack of confidence and lack of chances to practice. Therefore, lecturers should help students to increase their self-efficacy by advising them how to understand proper English learning style preferences to accomplish their learning goals.

Self-efficacy in listening and speaking affected Learn 1: understanding and seeing in a new way and Learn 2: seeking opportunities. Thompson and Rubin (1996) stated that the listening process is the process in which listeners select and interpret information that is derived from auditory and visual clues to understand what the speakers are trying to express. Students who want to improve their listening and speaking skills know that they should understand what they study and seek opportunities to practice those skills. Osada (2004) stated that speaking does not of itself constitute communication but the sentences that speakers say must be comprehended by another person. Students should produce short sentences using words that they have heard in audio material and try to read aloud instructional materials to learn how to correctly pronounce words. Students should try to catch the speaker' s main point (Boonkongsaen, 2018). Students should take notes in class to review at home to learn the main ideas that are important in each lesson. If they have problems, they can share with their classmates and help each other to solve those language problems. Moreover, students should seek opportunities to participate in class and motivate themselves by sitting near classmates who really like to learn English. Students who sit in the front row have more motivation to study English than the ones who sit far away from the lecturer. They should take the opportunity to communicate in English both in and out of the class.

Self-efficacy in writing and reading affected Learn 3: increase one's knowledge. Hyland (2003) mentioned that writing skills involve the ability to produce words in the written form that learners are often assessed on their ability. This study found that by preparing questions before coming to class is an essential task for this learning style to increase students' knowledge of writing and listening skills. Students note down questions, words, or sentences that they do not understand while writing and reading at home. So, when they come to class, they can concentrate on what they want to know and ask the exact questions that they are concerned about. Students should summarize their learning in courses to examine their understanding of what they have learned and prepare questions for the next class.

Learning system is an effective strategy which directly promotes learning goals. Self-efficacy influences what activities students select, how much effort they express, how persistent they are when faced with difficult situations and finally end up with the difficulty of the goals they set (Bandura, 1989). When they know their level of knowledge, it is easier for them to set their goals. This research found that self-efficacy affected learning style preferences, and then learning style preferences impacted students' goal setting to learn English especially the learning style of seeking opportunities to practice English. The students knew the learning style that they preferred to challenge themselves, then they set up both short-term and long-term goals, set up the level of achievement, and planned how to study English outside of the classroom.

Further study can be about the methods to develop students' learning capabilities by focusing on what students need and what students want in English courses for specific

purposes for short-term and long-term goals. Moreover, as students will graduate and work in private companies, managers from Human Resources Departments in logistics companies can be interviewed to understand their desires toward essential English language skills.

9. Conclusion

In summary, this study provides a greater understanding of the relationships among English language self-efficacy, learning style preferences, and goalsetting in bachelor students in the Faculty of Logistics. The data collection method was a questionnaire, distributed to bachelor's degree students in the Faculty of Logistics. The results of this study found that self-efficacy in listening, speaking, writing and reading influence students' learning style preferences. Students who want to achieve goals in learning English should have proper learning styles. Therefore, teachers should design lessons and inform students how to select learning styles to encourage learners to practice English that can better help them to achieve their learning goals.

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