

**SPEAKING STYLES AND PERSONALITY TYPES: THE ROLE OF
MYERS-BRIGGS TYPE INDICATOR IN ENGLISH LANGUAGE
LEARNING**

THESIS

**BY
MUTIA**



**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
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**SPEAKING STYLES AND PERSONALITY TYPES:
THE ROLE OF MYERS-BRIGGS TYPE INDICATOR IN ENGLISH
LANGUAGE LEARNING**

THESIS

Submitted to the Faculty of Tarbiyah and Teacher Training
in Partial Fulfillment of the Requirements for the Degree of
Bachelor of Education ([S.Pd.](#))

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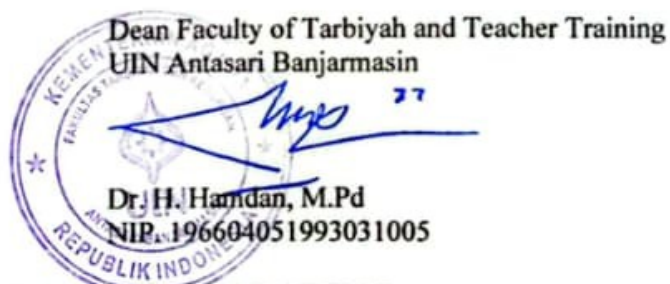
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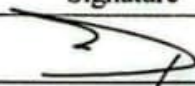
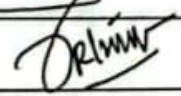
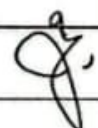
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ABSTRACT

Mutia. 2026. *Speaking Styles and Personality Types: The Role of Myers-Briggs Type Indicator in English Language Learning.* Undergraduate Thesis, English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University, Banjarmasin. Advisor: Dr. Ridha Fadillah, S.Pd, M.Ed.

Keywords: Myers-Briggs Type Indicator (MBTI), English speaking skills, speaking styles, personality type, EFL learning.

This study examines how Myers-Briggs Type Indicator (MBTI) personality types shape English speaking styles, performance, confidence, and motivation among undergraduate EFL students at Antasari State Islamic University (UIN Antasari), Banjarmasin, within the context of a Public Speaking course during the even semester of the 2024/2025 academic year. Moving beyond the broad introvert-extrovert binary, the study aims to produce a detailed, contextually grounded account of how specific MBTI types experience the demands of speaking in a foreign language. A qualitative case study design was employed. Participants comprised approximately forty students from two Public Speaking classes, with twelve selected through purposive sampling to represent a broad range of MBTI types across both introverted and extroverted orientations. Data were gathered through three complementary methods: structured classroom observation during a mid-term speaking assessment, semi-structured interviews with the twelve selected students, and a semi-structured interview with the course lecturer. Thematic analysis and data triangulation were applied to ensure the depth and trustworthiness of the findings. The findings reveal that MBTI personality types markedly and recurrently shape how students experience and perform in speaking activities. Introverted types, including INFP, INFJ, INTJ, ISFP, and ISTP, tended to excel in content quality, linguistic accuracy, and preparation thoroughness, while facing challenges in voice projection, eye contact, and spontaneous delivery under performance conditions. Extroverted types, including ENFJ, ENFP, ENTP, and ESTP, demonstrated strengths in delivery, audience engagement, and apparent confidence, but were at times prone to thin content and topic drift. Confidence was experienced as private, preparation-based competence among introverted types and as socially generated energy among extroverted types; motivation was oriented toward mastery and accuracy for introverts, and toward communicative connection for extroverts. The study concludes that speaking in a foreign language is not solely a linguistic phenomenon but a deeply personal one, shaped by stable personality characteristics that interact with contextual and cultural factors. The findings carry direct implications for language educators: incorporating MBTI awareness into speaking instruction, feedback practice, and assessment design has genuine potential to make English language education more equitable and more responsive to the diverse personality profiles present in any given class.

ABSTRAK

Mutia. 2026. *Speaking Styles and Personality Types: The Role of Myers-Briggs Type Indicator in English Language Learning*. Skripsi, Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Antasari Banjarmasin. Pembimbing: Dr. Ridha Fadillah, S.Pd, M.Ed.

Kata Kunci: Myers-Briggs Type Indicator (MBTI), keterampilan berbicara bahasa Inggris, gaya berbicara, kepribadian, pembelajaran bahasa Inggris sebagai bahasa asing.

Penelitian ini bertujuan untuk mengkaji bagaimana tipe kepribadian Myers-Briggs Type Indicator (MBTI) memengaruhi pengalaman, tantangan, kekuatan, serta tingkat kepercayaan diri dan motivasi mahasiswa dalam mengembangkan keterampilan berbicara bahasa Inggris. Penelitian dilaksanakan di Program Studi Tadris Bahasa Inggris, Universitas Islam Negeri Antasari Banjarmasin, dengan mengambil konteks mata kuliah Public Speaking pada semester genap tahun akademik 2024/2025. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Data dikumpulkan melalui tiga metode yang saling melengkapi, yaitu: observasi kelas terstruktur pada saat ujian tengah semester berbicara, wawancara semi-terstruktur dengan dua belas mahasiswa yang mewakili berbagai tipe MBTI, serta wawancara semi-terstruktur dengan satu dosen pengampu mata kuliah. Triangulasi data dilakukan untuk menjamin keabsahan dan kepercayaan temuan. Hasil penelitian menunjukkan bahwa tipe kepribadian MBTI berpengaruh secara nyata dan konsisten terhadap cara mahasiswa mengalami dan menampilkan keterampilan berbicara. Mahasiswa dengan tipe introvert cenderung unggul dalam kualitas konten, keakuratan bahasa, dan persiapan yang matang, namun menghadapi tantangan dalam proyeksi suara, kontak mata, dan penampilan spontan. Sebaliknya, mahasiswa dengan tipe ekstrovert menunjukkan keunggulan dalam aspek penyampaian seperti kehadiran vokal, keterlibatan audiens, dan kepercayaan diri yang tampak, tetapi berisiko menghasilkan konten yang kurang mendalam dan kehilangan fokus topik. Kepercayaan diri dan motivasi juga dialami secara berbeda di antara tipe kepribadian: mahasiswa introvert membangun kepercayaan diri melalui persiapan internal, sementara mahasiswa ekstrovert memperoleh energi dari interaksi sosial dan kehadiran audiens. Penelitian ini menyimpulkan bahwa keterampilan berbicara dalam bahasa asing bukan semata-mata fenomena linguistik, melainkan juga fenomena yang bersifat personal dan dipengaruhi oleh karakteristik kepribadian yang stabil. Implikasi temuan ini mencakup rekomendasi bagi pendidik bahasa untuk menerapkan penilaian yang responsif terhadap kepribadian, merancang tugas berbicara yang beragam formatnya, serta memberikan umpan balik yang disesuaikan dengan profil kepribadian masing-masing mahasiswa.

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