

CHAPTER I

INTRODUCTION

A. Research Background

Speaking is arguably the most visible and most personally demanding skill in foreign language learning. When a student steps forward to address a class in English, they are not merely demonstrating linguistic competence, they are also revealing something of who they are: how they process thoughts, how comfortable they feel in the spotlight, and how they manage the anxiety that comes with being observed and evaluated. It is this deeply human dimension of speaking that forms the central concern of the present study.

Among the many frameworks available for understanding individual differences in communication behavior, the Myers-Briggs Type Indicator (MBTI) stands out for both its theoretical depth and its practical accessibility. Originally developed from Carl Jung's psychological type theory and later refined by Isabel Briggs Myers and Katharine Cook Briggs, MBTI classifies personality into sixteen types based on four paired preferences: Extraversion (E) versus Introversion (I), Sensing (S) versus Intuition (N), Thinking (T) versus Feeling (F), and Judging (J) versus Perceiving (P). Each combination yields a distinctive profile that captures, among other things, how individuals orient themselves to social interaction, how they acquire and process information, and how they approach communication in structured settings.

The relevance of MBTI to language education lies precisely here. A student's position on the Extraversion-Introversion dimension, for instance, is known to shape both the quantity and quality of their oral participation. Extroverted students characteristically

draw energy from social interaction and tend to think aloud, producing speech that is fluent, spontaneous, and responsive to audience cues. Introverted students, by contrast, tend to process information internally before speaking, which may result in more measured and precise language but also in hesitancy, pausing, and a quieter delivery that can be mistaken for unpreparedness or low ability. This distinction alone carries significant implications for how speaking performance is observed, interpreted, and assessed.

The Qur'an itself underscores the value of thoughtful and wise communication. In Surah An-Nahl (16:125), Allah commands:

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمِ وَالْمَوْعِظَةِ الْحَسَنَةِ

"Invite (people) to the way of your Lord with wisdom and good lessons, and argue with them in a good way."

This verse serves as a timely reminder that communication is not merely about the words spoken, but about the wisdom, manner, and understanding brought to the act of speaking, a principle that supports the call for personality-aware assessment in language education.

Research has consistently demonstrated that personality traits influence speaking behavior in language learning contexts. Dewi et al. (2020) found a significant correlation between students' personality types and their speaking performance, with extroverted students generally displaying greater confidence and verbal fluency. Milne (2020), in a large-scale study examining the intersection of MBTI and language learning strategy use, confirmed that extroverted students favor social and interactive learning strategies, while introverted students gravitate toward structured, solitary, and reflective approaches.

Pang et al. (2024) similarly found that extroversion is associated with a stronger disposition toward communicative learning strategies, though they note that research specifically connecting personality to speaking outcomes, as opposed to general language proficiency, remains comparatively sparse. Aljuaid (2022) broadened the lens further by showing that motivation, heavily shaped by personality type, mediates the relationship between personality and speaking performance in EFL contexts.

Despite these contributions, a gap in the literature remains evident. Most existing studies treat personality as one variable among many in broad language acquisition models, rather than centering it as the primary lens through which to understand speaking experiences. Studies situated specifically in the Indonesian context are rarer still. Indonesia presents a distinctive educational environment: the national culture places considerable social value on group harmony and deference to authority, which may interact with personality-based tendencies in ways that differ meaningfully from Western or East Asian settings. A student whose introversion inclines them toward careful, private reflection may face particular challenges in an Indonesian classroom where active public participation is expected and rewarded.

The present study was conducted at the English Education Department of Antasari State Islamic University (UIN Antasari), Banjarmasin, in the context of a Public Speaking course. During the mid-term speaking assessment, students delivered individual speeches in English on self-chosen topics. This naturally occurring classroom event provided a rich setting for observing how personality traits manifest in live speaking performance. Prior to the assessment, all participants completed MBTI to identify their personality types, with

particular attention given to the Introversion-Extraversion dimension as the most directly relevant to speaking behavior.

Data were gathered through multiple complementary methods: direct classroom observation using a structured observation checklist, semi-structured interviews with twelve students representing a range of MBTI types, and a semi-structured interview with the course lecturer. Together, these sources enabled triangulation across observed behavior, student self-report, and pedagogical perspective, providing the depth of understanding that qualitative inquiry uniquely affords.

This study does not aim to rank personality types or to suggest that any type is inherently better suited to language learning. Rather, its purpose is to illuminate how different personality types experience the process of speaking in English, what challenges and strengths each type tends to encounter, and what these patterns mean for teaching practice. By attending carefully to students' own voices alongside classroom observation data and a lecturer's informed perspective, this research hopes to contribute to a more humanistic, personality-informed approach to speaking assessment and instruction, one that recognizes competence in all its diverse expressions.

B. Research Questions

This study is guided by three research questions:

1. How do learners with different MBTI personality types experience the process of developing English speaking skills?

2. What challenges and strengths are associated with particular MBTI personality types in English speaking practice?
3. How do MBTI personality traits affect learners' confidence, motivation, and speaking interactions in English language learning?

C. Research Objectives

In line with the research questions above, this study aims to:

1. To describe how learners with different MBTI personality types experience the process of developing English speaking skills.
2. To identify the challenges and strengths associated with particular MBTI personality types in English speaking practice.
3. To analyze how MBTI personality traits affect learners' confidence, motivation, and speaking interactions in English language learning.

D. Research Significance

Theoretically, this study contributes to the growing body of literature on personality-informed pedagogy in EFL contexts, particularly within the Indonesian higher education setting where such research remains limited. By applying the MBTI framework specifically to speaking performance, rather than to general language acquisition, it addresses a gap identified by several scholars (Pang et al., 2024; Milne, 2020) and provides locally grounded evidence to complement findings from other cultural contexts.

Practically, the findings offer language educators at UIN Antasari and comparable institutions actionable insights into how speaking tasks, feedback practices, and assessment rubrics might be adapted to better accommodate the diverse personality profiles found in any given class. For students, awareness of their own MBTI type in relation to speaking challenges may promote metacognitive growth and reduce the stigma often attached to quieter or less demonstratively confident speaking styles. For the broader field of English language teaching (ELT), this study adds a voice from a non-Western context to ongoing conversations about fair and inclusive assessment.

E. Definition of Key Terms

To ensure clarity throughout this study, the following key terms are defined as they are used in this research:

Myers-Briggs Type Indicator (MBTI): A widely used psychological assessment tool based on Carl Jung's theory of psychological types. It categorizes personality into sixteen types through four preference dichotomies: Extraversion vs. Introversion, Sensing vs. Intuition, Thinking vs. Feeling, and Judging vs. Perceiving. In this study, MBTI is used as a framework for classifying and understanding participants' personality types.

Personality Type: A classification derived from the MBTI framework that describes an individual's characteristic patterns of perception, judgment, and interaction with the world. Each of the sixteen types reflects a distinct constellation of preferences that shapes behavior, communication style, and learning approach.

Extraversion (E) vs. Introversion (I): The dimension of MBTI most directly relevant to speaking behavior. Extroverted individuals tend to draw energy from social engagement and external stimulation, often thinking aloud and feeling comfortable in spontaneous verbal communication. Introverted individuals tend to gain energy from internal reflection and typically prefer to process thoughts before speaking.

Speaking Skills: The ability to communicate orally in English, encompassing sub-skills such as fluency, pronunciation clarity, grammatical accuracy, vocabulary range, coherence of ideas, and communicative effectiveness. In this study, speaking skills are observed as they manifest during a formal public speaking assessment.

Public Speaking Course: A compulsory course in the English Education Department at UIN Antasari Banjarmasin that focuses on developing students' oral communication abilities in English, including speech preparation, delivery, and audience engagement.

Qualitative Research: A research approach concerned with understanding human experience, meaning, and behavior through non-numerical methods such as interviews, observation, and textual analysis. This study employs qualitative methods to capture the nuanced, lived dimensions of personality-speaking relationships.