

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATIONS**

#### **A. Conclusion**

This study set out to examine how MBTI personality types influence the English speaking experiences of students in the Public Speaking course at Antasari State Islamic University, Banjarmasin. Through the integration of classroom observation data, twelve student interviews, and one lecturer interview, the study has produced a richly textured portrait of the personality-speaking relationship that goes beyond the broad introvert-extrovert binary to reveal the specific, contextually grounded dynamics through which personality type shapes speaking preparation, performance, confidence, and motivation.

In response to the first research question, how learners with different MBTI types experience the development of English speaking skills, the study found two broadly distinguishable experiential modes within this particular context. It is important to note that these patterns are descriptive of the twelve participants observed in this study and should not be read as universal predictions; the findings are offered as contextually grounded illustrations of type tendencies rather than deterministic rules. With that caveat in mind: introverted students in this study experienced speaking development as a process of building competence in private, translating it into public performance with varying degrees of anxiety.

The preparation phase was central and effortful, while the performance phase was experienced as a site of vulnerability where carefully built competence could be undermined by the physical and social demands of public exposure. Extroverted students

experienced speaking development as a naturally social process, energized by audience presence and most fluent when the performance context allowed for spontaneous engagement. For these students, the challenge was not public exposure but content management, ensuring that the energy and fluency they produced contained sufficient depth and substance.

In response to the second research question, what challenges and strengths are associated with particular MBTI types, the study found a consistent pattern of complementary strengths and vulnerabilities. Introverted types tended to demonstrate superior content quality, linguistic accuracy, and preparation thoroughness, but struggled with voice projection, eye contact, and spontaneous recovery when off-script. Extroverted types demonstrated superior delivery, vocal presence, audience engagement, fluency, and apparent confidence, but were sometimes prone to thin content, topic drift, and a performance-over-substance tendency. Several participants did not fit the expected patterns, reminding the researcher that MBTI type predicts tendencies rather than outcomes, and that factors such as language proficiency, anxiety level, and task design interact with personality in complex ways.

In response to the third research question, how MBTI traits affect confidence, motivation, and speaking interactions, the study found that confidence is not a unidimensional quality but is experienced and expressed very differently across personality types. Introverted students experienced confidence as private competence, built through preparation and vulnerable to the social demands of performance; extroverted students experienced confidence as social energy, naturally generated by audience presence but

potentially undermined by excessive self-consciousness in high-stakes assessment contexts.

Motivation was similarly type-specific: introverted students were often highly motivated by mastery and accuracy goals, while extroverted students were more strongly motivated by social connection and communicative success. The learning environment shaped these dynamics in meaningful ways, audience size, task format, and assessment design all interacted with personality type to produce the observed patterns of speaking behavior.

Taken together, these findings support the study's central argument: that speaking performance in a second language is not only a linguistic phenomenon but a deeply personal one, shaped by stable personality characteristics that interact with contextual factors in consequential ways. The Myers-Briggs Type Indicator provides a theoretically grounded and practically accessible framework for understanding these personality-speaking interactions, and incorporating MBTI awareness into speaking instruction and assessment has genuine potential to make English language education more equitable, more effective, and more responsive to the full diversity of student characteristics. Theoretically, the findings of this study speak to the intersection of three bodies of scholarship.

Jung's (1921) foundational account of psychological types is confirmed and enriched: the E-I dimension operates in the speaking classroom in precisely the ways that type theory predicts, shaping not only observable behavior but the deeper motivational and affective orientations that drive that behavior. Oxford's (1990) strategy framework is

similarly affirmed: the type-strategy alignments documented here, metacognitive and affective strategies for introverted types, social and communicative strategies for extroverted types, are consistent and consequential. Most importantly, however, this study extends both frameworks by situating them in a context that existing literature has underexplored: an Indonesian Islamic university where cultural values of group harmony, respectful deference to authority, and communal identity interact with personality-based tendencies in ways that neither Jung nor Oxford fully anticipated.

The result is a set of personality-speaking dynamics that are both universally recognizable and culturally specific, a combination that points toward the importance of locally grounded, culturally informed applications of personality theory in language education.

The study also contributes to the existing literature by providing qualitative evidence from an Indonesian Islamic university context, adding a voice from a non-Western setting to what has been predominantly a Western-dominated research conversation. The findings both confirm and extend prior research: they confirm the broad introversion-extroversion patterns documented in international studies while also revealing context-specific dynamics that enrich and complicate the picture in ways that prior studies have not fully captured. As this study's opening argued, Indonesia presents a distinctive educational environment in which cultural values of group harmony, collective identity, and respectful deference to authority interact with personality-based tendencies in consequential ways. The data bear this out: introverted students in this context face not only the personality-based challenges documented in international literature, pre-performance

anxiety, difficulty with spontaneous delivery, the vulnerability of public exposure, but an additional layer of cultural pressure in which quietness may be read as incompetence, and where the speaking classroom's demand for confident public self-display runs counter to norms of social modesty that many students have internalized deeply.

Extroverted students, meanwhile, benefit from a cultural context that rewards visible participation and expressive communication, but may find that the same cultural norms create expectations of substance and respectfulness that complicate the spontaneous, content-light tendencies their type inclines them toward. These cultural-personality interactions are among the most distinctive contributions of this study, and they point clearly toward the need for culturally situated, rather than universally applied, models of personality-informed language pedagogy.

## **B. Limitations of the Study**

A further limitation concerns the psychometric properties of the MBTI instrument itself. As noted in the theoretical framework, MBTI has been criticized for its limited test-retest reliability and its binary categorization of traits that are more accurately continuous in nature (Boyle, 1995; Pittenger, 2005). The personality type classifications used in this study therefore reflect participants' self-reported preferences at a specific point in time and should not be treated as fixed psychological profiles. Future research in this area would benefit from triangulating MBTI data with validated instruments such as the NEO-PI-R (Costa & McCrae, 1992), which measures personality along continuous dimensions and carries stronger psychometric credentials.

Additionally, this study's qualitative design and purposive sample of twelve student participants, while appropriate for the research questions and context, limit the statistical generalizability of findings to other EFL settings. The patterns identified here represent tendencies grounded in a specific institutional and cultural context, and should be interpreted accordingly.

### **C. Recommendations**

#### **For Language Educators**

The findings of this study carry several practical recommendations for educators teaching speaking skills in EFL contexts. First, incorporating an MBTI self-assessment at the beginning of a speaking course provides educators with valuable contextual information about their students' personality profiles. This information can inform both instructional design, for example, by ensuring that speaking tasks include both interactive and structured formats, and feedback practices, by enabling type-sensitive commentary that addresses the specific challenges and leverages the specific strengths of each personality profile.

Second, the standard public-performance-before-full-class format should be supplemented with more graduated speaking opportunities. Small-group presentations, paired speaking activities, and recorded practice sessions allow introverted students to develop confidence and fluency without immediately confronting the full psychological challenge of public performance. These graduated formats do not compromise academic standards; they create a more equitable pathway to the final performance standard.

Third, assessment rubrics should be reviewed with personality diversity in mind. The consistent finding that delivery dimensions, eye contact, voice projection, fluency, favor extroverted types while content dimensions are more evenly distributed across types suggests that rubrics heavily weighted toward delivery may be capturing personality as much as language proficiency. Adding an explicit content and reasoning component, and weighting it appropriately, would produce more valid and fair assessments across the personality spectrum.

Fourth, feedback should be framed in terms of specific, actionable improvement targets rather than global judgments. For introverted students, feedback that acknowledges strong content while targeting specific delivery improvements (projection, eye contact, pacing) is more motivating and more useful than vague assessments of confidence. For extroverted students, feedback that affirms delivery strengths while directly targeting content depth and focus provides the specific direction that these students benefit from.

### **For Students**

Students can benefit from understanding their own MBTI profile in relation to speaking. Self-knowledge is the foundation of effective strategy use: an INFJ who understands that her pausing reflects careful thinking rather than forgetting can work consciously on signal strategies, brief verbal bridges, deliberate eye contact, controlled breathing, that manage the external presentation of her internal process. An ENTP who recognizes his tendency toward thin content can develop specific preparation routines that ensure substantive material before performances.

Students are also encouraged to view their personality type not as a fixed ceiling but as a tendential starting point. The case of MA (ISTP) in this study illustrates that introverted students can develop speaking performances of genuine strength when they leverage their natural preparation tendencies and develop strategies for managing the public dimensions of performance. As the INFP findings also demonstrated, authentic engagement with the topic, combined with thorough preparation, can unlock confident, fluent delivery even for students who typically experience public speaking as a site of vulnerability. Personality type describes where a student starts; deliberate practice and strategic self-awareness determine where they go.

### **For Future Research**

This study opens several directions for future inquiry. A longitudinal study tracking the same students across a full academic year would illuminate how personality-speaking patterns evolve with sustained instruction and practice, an important supplement to the snapshot provided by the current cross-sectional design. A comparative study across different Indonesian universities, institutional types, or linguistic contexts would help establish which patterns are generalizable and which are context-specific. Quantitative studies using validated instruments to measure speaking performance and personality type independently would provide the kind of correlational evidence that qualitative research alone cannot supply. Finally, intervention studies testing the effects of MBTI-informed pedagogy on speaking outcomes would be of direct value to practitioners, providing evidence-based guidance for the instructional adaptations recommended above.

The relationship between personality and speaking in second language learning is both theoretically rich and practically consequential. This study set out from the observation that when a student steps forward to speak in English, they are revealing not only their linguistic competence but something of who they are. The findings reported here confirm that this is not merely a rhetorical observation: personality type is systematically and consequentially present in every dimension of speaking performance, in how students prepare, how they deliver, how they experience confidence and anxiety, and how they sustain or abandon their motivation across the arc of a course.

To teach speaking well is, in part, to understand personality; and to assess speaking fairly is to ensure that what is being measured is competence in the language, not comfort with the performance conditions that one personality type happens to find natural. The present study has contributed a contextually grounded, multi-method account of this relationship, one that honors the full complexity of who our students are, and that calls, with evidence, for language education to do the same.