A View of Personality of a Good Language Learner:
An Investigation of Non-EFL Students

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Abstract: The personality of the learner is one of the suspected internal factors that affect the success of foreign language learning. The objective of this study is to investigate the personality of non-EFL students to be good language learners. This research is descriptive quantitative. The questionnaire is used to determine the students' MBTI personality type (Myers-Briggs Type Indicator). The analysis shows that the personality of the student's initial name SK is introverted, intuition, feeling, and judging. While, the personality of the student's initial name MT is extraverted, sensing, thinking, and perceiving. The personality type of the IInitialStudent Named MT is INFJ (The Counselor). This personality shows the character as insightful, harmonious, compassionate, private, ad perceptive. While the personality type of Initiall's Student Named SK is ESFP (The Performer). This personality shows the character is energetic, dynamic, earnest, charming, and optimistic. The personality of the learner is one of the factors that need to be considered in foreign language learning that can support or even inhibition of learning success. Learners need to know their personality better to know their strengths and weaknesses regarding language learning. The characteristics of a good language learner need to be known to be a good foreign language learner. Future research still required larger samples and more comprehensive personality measures (possibly using more than one of the standard multi-trait model assessments with the same or different students) to find precise statistical evidence that will shed light on teachers'/lecturer views/beliefs about the importance of this issue.

🎯 Introduction

The success of the teaching and learning process in a foreign language is influenced by various factors. These factors include the factors of teachers/teachers and students/students. All this time, effort towards improving the quality of learning is mostly done by teachers by improving or innovating on methods, learning media, teaching materials, and learning approaches. Whereas on the other hand, the role of the learner/student is also not inferior or important in supporting the achievement of learning objectives. It is at this point that the learner needs to be informed about the importance of their role. A few things that need to be presented to them are the criteria for a good foreign language learner.

The teaching and learning process is a system consisting of: various elements. These elements include teachers/teachers, students/learners, lesson plans, teaching methods, teaching media, and evaluation of learning. As a system, the success a of learning activity in achieving learning objectives that have been set depends on the extent to of all the elements in it can synergize well. The teacher as the control holder in the learning activity must always innovate to improve the quality of learning through the improvement of methods, selection of appropriate media, and preparation of learning designs comprehensively.

On the other hand, students/learners also play an important role in teaching and learning activities. Without the desire to interact well with the learner, surely the goal is learning will not be achieved. Therefore, the teacher must always give encourage them to be actively involved. The students/learners also need to be made aware of their role in teaching and learning activities. The most important thing is awareness to students that a teaching and learning activity including foreign language teaching and learning activities is carried out for the sake of importance of improving their quality as individuals. But often the teachers found the opposite. The students are just passive and always waiting for knowledge from the teacher. Related to the consciousness ss students/learners on their role in the classroom, this small article will deliver aspects that support students/learners to be good foreign language (English) learners.

The personality of the learner is one of the suspected internal factors that affect the success of foreign language learning. Personality role in foreign language learning was also stated by Nunan (1999) that Individual personality traits such as introversion/extroversion, cognitive style, previous learning, teaching experiences, and cultural influences will shape teachers' and learners' expectations of their roles. It relates to the role of the teacher and learner in the context of foreign language learning in the classroom. These roles are influenced by factors of the personality of each individual which includes the extrovert/extrovert personality type introvert, cognitive style, teaching and learning experiences that have been obtained, as well as cultural factors. (Johnson, 2017) states that four pairs of variables personalities play a role in foreign language learning, namely extroverts and introverts, tolerant and intolerant of ambiguity, empathy/ability to absorb ego and sensitivity to rejection, as well as cognitive style and dependency/independence field.

Personality is substance and change and development process (Riani & Nurhadi, 2018). Personality creates an atmosphere of good social skills that can be felt by friends and family. Meanwhile, (LePine et al., 2012) stated that personality is a characteristic pattern of thoughts, emotions, and behavior. While, Kazdin, 2000) defines that personality also refers to individual differences in patterns of thinking, feeling, and behaving. Furthermore, personality refers to a person's collection of qualities that impact their attitudes, beliefs, thoughts, actions, feelings, motivations, and behaviors in a variety of settings. It distinguishes oneself from others and becomes a personal characteristic.

According to Mammadov et al. (2018), personality is a set of traits held by an individual, and it is one of the variables theorized to affect language acquisition success. These attributes have an impact on one's motivation and cognition. It is also supported by (Karim et al., 2016) state that personality factors can be regarded as tools to guide teachers to choose the right way of teaching. It is important to identify each personality factor such as motivation, attitude, acculturation, self-esteem, sociability, risk-taking, and perseverance which lead to greater proficiency in second language acquisition.

Changes in the context of foreign language acquisition are generally evidenced by the capacity of students/learners to converse in the language studied by foreign students who have a strong grasp of linguistic aspects. That capability may be measured operationally by the amount to which students/learners can hear, speak, read, and write in the foreign language being studied, backed up by acceptable grammar and vocabulary knowledge. All of this is possible with the active participation of students/learners in the learning process and their understanding of the critical nature of their role in it.

As an educator, both teacher and lecturer, Do you believe there is a distinction between a 'good' and a 'poor' language learner? If that's the case, what do you believe makes a good L2 learner? For example, are your students skilled at guessing, willing to practice, grammar-focused, or fluent in English? (Hall, 2011). These kinds of questions may arise to us. Many theories mention several characteristics or personalities of a good language learner. Ożańska-Ponikwia (2018) explains that good language learners are characterized by certain personality traits. It is supported by research from Jafari et al. (2020) state that shows that language learners' uniqueness generates specific language learning techniques that lead to language learning success. This suggests that some factors can influence language acquisition or even assist a student to become a better language learner; one of these factors is personality. As stated by Abdullayeva (2021) that Successful learners are aware of their preferences, strengths, and limitations and can successfully use their strengths and adjust for their deficiencies regardless of their "natural" tendencies.

Isabel Myers and Katharine Briggs, creators of the MBTI® assessment, developed the 16 personality types (Myers & Briggs, 1995). Myers and Briggs developed their personality typology to assist individuals in identifying their strengths and developing a better understanding of how people differ. Myers and Briggs' system of sixteen personality types is extremely popular, with over two million people annually taking the official MBTI® assessment and probably millions more taking tests and quizzes based on their theory, they are: 1) The INFP The Healer. 2) INTJ The Intuitive. 3) INFJ The Adviser. INFJs are nurturers with a strong feeling of self-worth and a desire to help others realize their full potential. They are both imaginative and devoted, possessing an amazing capacity to develop unique answers to people's problems. 4) INTP The Architect. 5) The ENFP is a champion. 6) ENTJ The Commanding Officer. 7) ENTP The Prophet. 8) ENFJ The Teacher. 9) ISFJ The Defender. 10) ISFP Composer. 11) ISTJ The Examiner. 12) ISTP

The Artisan. 13) ESFJ The Provider. 14) ESFP The Entertainer. 15) ESTJ The Overseer. 16) ESTP The Dynamo.

Personality typing is a method of classifying people based on their proclivity to think and act in certain ways. Personality typing is to identify the biggest, most significant differences among people and to make sense of these differences by categorizing them into meaningful groupings. Isabel Briggs Myers and her mother, Katharine Briggs, developed the personality types outlined here in the 1960s. According to Myers & Briggs (1995), four basic dimensions may be used to describe people include Extraversion vs. Introversion, Sensing vs. Intuition, Thinking vs. Feeling, and Perceiving vs. Judging. The Introversion/Extraversion dimension describes how an individual manages their energy. Spending quiet time alone or in a

small group energizes introverts. They are more reserved and considerate. Extraverts are fueled by social interaction and being in busy, lively environments. They are more expressive and talkative than others. The Sensing/Intuition dimension describes how an individual processes information. Sensors are only interested in information that they can quickly see, hear, or feel, and they concentrate on their five senses. They are frequently labeled as "practical" learners due to their hands-on approach. Because they think at a higher level of abstraction, intuitive are more interested in theories, patterns, and explanations. They are typically labeled as "creative" due to their preoccupation with the future rather than the present. The Thinking/Feeling dimension encapsulates how individuals make choices. Thinkers like using their intellect to make decisions, always seeking the most logical, reasonable solution. Feelers are prone to forming judgments based on their emotions; they are concerned with the impact of their decisions on others and with whether they are compatible with their beliefs. The Judging/Perceiving component describes how people deal with structure in their life. Judges like structure and order; they prefer pre-planned events and despise surprises. Perceivers respect spontaneity and adaptability, preferring to keep their alternatives open in case their opinions change.

The study of language learners has received considerable attention in the field of second language learning or language acquisition (Ho, 2011). The relationship between personality and the capacity to acquire a second language has also garnered some scholarly attention during the last few decades (Sharp, 2009). Several studies also have been conducted related to a characteristic/personalities of a good language learner. First, Kamarulzaman (2012) states that the way EFL students learn is influenced by their personalities. An extrovert learner, who is outgoing, lively, and enjoys having fun, learns by experience and active exploration. This research demonstrates that specific features of learners, such as learning style preferences, drive to learn the language, and personality, affect learners' learning techniques for them to be successful in language acquisition. Second, Obralic & Mulalic (2017) state that indicated EFL students had a strong preference for using a social learning technique. The most common personality characteristic among students was Openness to Experience. The findings also revealed

that there is a relationship between the respondents' dominant personality qualities and their language learning practices. Third, Fauziah (2017) states that the participants' language learning was impacted by personality factors. Five of the six personality traits that linked to language learning performance were mirrored in participants' behavior. High self-esteem, a lack of inhibition, a low degree of anxiety, and some introverted qualities all helped introverted learners outperform extroverted learners. In the case of twins, personality differences may result in differing language learning outcomes. Fourth, Ni'mah (2020) states that the subject (a foreign student at UIN Maulana Malik Ibrahim) is a kind person, an introvert who feels comfortable speaking English with a variety of individuals in Indonesia. The subject is very motivated to study English to obtain a scholarship and a successful future profession. Fifth, Amalia & Aridah (2021) state that EFL students' proficiency in language acquisition was aided by the personality attributes of a good language learner. Meta's extrovert personality was classified as chatty, confident, energetic, and forceful. The subject is one of the EFL students who fulfilled the requirements for a successful language learner and went on to win English contests was the subject of the study.

Based on the previous studies above, it shows the similarity and differences with this research. In similarity aspect, all previous studies and this research focus on the students' personality concerning language learners. In different aspects, all previous studies focus on the EFL students as language learners, but this research focuses on the non-EFL students in Institute Technology Business AAS Surakarta. This research also wants to know the non-EFL personality as one of the factors that need to be considered by the lecturers in foreign language learning that can support or even inhibition of learning success future. Therefore, the objective of this study is to investigate the personality of non-EFL students to be being good language learners.

Method

This research is descriptive quantitative research. Descriptive quantitative research is descriptive and explanatory; it seeks to describe and explain phenomena that are quantified from an objective perspective; and it uses numbers, statistics, charts, and tables to communicate (Beaudry & Miller, 2016).

The subject of this study involved two students. The study's subject is a student from the Non-English Department in ITB AAS Indonesia named initially "MT" AS the 1st student and "SK" as the 2nd student. The researchers employed two instruments to acquire the data. As a result, the questionnaire was provided to determine her personality, and she was then asked a series of questions to understand more about her personality, which aided her language acquisition. The questionnaire was used to determine the subject's MBTI personality type (Myers-Briggs Type Indicator) as stated by Myers & Myers (2010). The online questionnaire is taken from the sites

https://www.truity.com/myers-briggs or https://www.truity.com/test/type-finder-personality-test-new.

The method of collecting data in this research by using three steps analysis as proposed by Miles & Huberman (1994) include data reduction, data display, conclusion and verifying. Here, the researcher summarizes, selects the main things, focuses on the important things, looks for patterns and themes, and discards the unnecessary. Next, the researcher displays the data. in the form of brief descriptions, charts, tables, etc. The final step is to conclude and verify the research results that can answer the focus of the research that was focused on from the beginning.

Result

The Myers-Briggs Personality Type Indicator is a self-report survey that is used to determine an individual's personality type, strengths, and preferences. This free personality test identifies your true self. Discover the 16 Myers & Briggs personality types, assess students' personality types, and identify their strengths. The Myers-Briggs Type Indicator (MBTI) personality test consists of six steps. The figure of online personality test can be seen below:
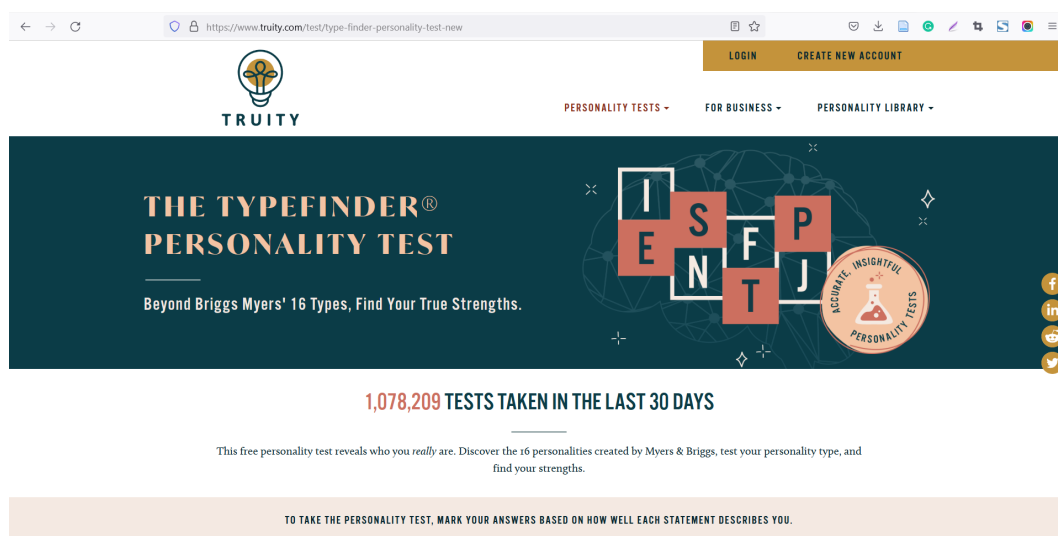

**Figure 1. Online Personality Test of MBTI personality type
(Myers-Briggs Type Indicator)**

This free personality test reveals who we really are. Discover the 16 personalities created by Myers & Briggs, test our personality type, and find our strengths. To take the personality test, mark our answers based on how well each statement describes us. The test consists of 130 questions and takes about 10-15 minutes to complete. do not need to purchase or register to take this test and view an overview of our results. If we would like, we can purchase a more comprehensive full report for a small fee. There are several steps in doing this personality test.

In step 1, there are 21 questions in the form of statements including 1) I make a conscious effort not to draw attention to myself, 2) I feel uneasy when I disagree with someone, and 3) I misplace my possessions. 4) I possess an active imagination. 5) I would enjoy attending a large party in my honor, 6) I dislike competing with others, 7) I prefer to stick to a schedule, 8) I question the wisdom of my elders, 9) I enjoy being the center of attention, 10) I avoid conflict, 11) I ensure that my work is completed on time, 12) I value tradition, 13) I strive to be popular, 14) I sympathize with the homeless. 15) I struggle with impulse control, 16) I ponder why individuals do the things they do. 17) I am energized by being among a lot of people, 18) I am helpful to those around me, 19) I am ambitious, 20) I prefer to do things the old-fashioned way, and 21) I avoid being alone.

Step 1 has 21 questions in the form of statements, including the following: 1) I make an effort not to bring attention to myself, 2) When I disagree with someone, I feel uneasy. 3) I misplace my possessions. 4) I possess an active imagination. 5) I'd like to attend a lavish celebration in my honor; 6) I'm not a fan of competition. 7) I prefer to work according to a timetable. 8) I cast doubt on my elders' wisdom. 9) I take pleasure in being the focus of attention. 10) I make an effort to avoid conflict. 11) I ensure that my work is completed on time, 12) Traditions are essential to me. 13) I make an effort to maintain my popularity. 14) I have sympathy for the destitute. 15) I struggle with impulse control. 16) I consider why individuals behave the way they do. 17) Being around a large number of people energizes me. 18) I am a good neighbor, 19) I am ambitious, 20) I like to perform tasks in the manner in which they were performed in the past, and 21) I fear being alone.

Step 2 contains 21 statements that include the following: 1) I forgive readily, 2) I enjoy exploring new activities, 3) I enjoy being active, 4) It is better to remain objective while making a decision. 5) I maintain my possessions in their right locations. 6) I have an extensive dream life, 7) I have little to say, 8) I appreciate being there for those who are upset, 9) I would rather go with the flow than adhere to a rigid routine. 10) I take pleasure in intellectual debates. 11) I communicate my thoughts to others. 12) I avoid arguing, even when I disagree, 13) I am extremely conscientious of deadlines, 14) I wish I could play a musical instrument, 15) I am a lot of fun, 16) I am a strong resister of temptations, 17) I am comfortable conversing with strangers, 18) I am concerned about the welfare of elderly people, 19) I am determined to achieve success in life, 20) I believe in the value of art, and 21) I enjoy spending my free time alone

Step 3 has 21 statements that include the following: 1) I think individuals should be penalized for their errors, 2) I appreciate having a daily schedule, 3) I spend time searching out new experiences, 4) I am always on the go, and 5) I wish other people were more rational. 6) I appreciate tidying up; 7) I enjoy fantasizing about the future. 8) I have difficulty expressing my ideas. 9) I enjoy assisting people with their challenges; 10) I complete tasks ahead of schedule. 11) I like contemplating the universe's wonders, 12) I possess plenty of energy, 13) I despise it when someone dislikes me, 14) I act on my inclinations, 15) I appreciate attempting to comprehend complex concepts. 16) I'm overjoyed, 17) I spend considerable time attempting to comprehend myself. 18) I love

meeting new people, 19) I require assistance from others, 20) I am not concerned by chaos, and 21) I enjoy visiting museums.

Step 4 has 21 questions in the form of statements, including the following: 1) I avoid boisterous groups; 2) I forgive others' errors, even when they do me personal injury; and 3) I forgive others' faults, even when they cause me personal harm. 3) I develop plans and adhere to them; 4) I enjoy trying new things, even if I'm not certain they'll succeed; 5) I dislike sitting motionless for an extended period; 6) I make significant decisions based on my gut instincts. 7) I begin chores early to ensure that I have the time to complete them; 8) I reserve my thoughts; 9) I am perceptive to others' sentiments, 10) I am easily distracted. 11) I'm fascinated by scientific theories. 12) I adore life; 13) I make an effort to gratify people; 14) I have a zest for life, 15) I give to people who are less fortunate than I, 16) I prefer to have a clear strategy in place before beginning a task, 17) I often wonder why I am the way I am, and 18) I enjoy meeting new people. 19) It is critical for me that others identify with me. 20) I have difficulty maintaining a schedule, and 21) I admire nature's beauty.

Step 5 has 21 statements that include the following: 1) I like calm settings, 2) I have difficulty getting down to work. 3) Emotional individuals make me uneasy; 4) Others tell me I am too reserved; 5) I am worried about others. 6) I like to complete all of my responsibilities before engaging in recreational activities; 7) I love conversing with new people. 8) I must make decisions free of emotion, 9) I follow through on my goals, 10) I must see the broad picture, and 11) I must be of service to others. 12) I enjoy examining myself and my life, 13) I have difficulty making new acquaintances. 14) I enjoy poetry. 15) I am a private individual. 16) I inquire as to why things are the way they are, 17) I demonstrate to others that I am concerned about their feelings, 18) I consider the needs of others, and 19) I like being needed by others. 20) I like to devise an innovative answer to an issue, and 21) I am filled with brilliant ideas.

Step 6 has 21 multiple-choice questions, including the following: 1) I prefer simple concepts over complicated concepts. 2) Rather than speaking up, I keep my ideas to myself. 3) I spend more time pursuing my objectives than I do enjoy life. 4) I prioritize my own needs vs. prioritizing the needs of others. 5) I have faith in traditional principles vs. I have reservations about traditional values, 6) I am frequently unorganized in comparison to how I keep myself structured. 7) I prefer familiar hobbies to fresh experiences. 8) I like to experiment with new ideas rather rely on tried and true approaches. 9) I like to adhere to a defined method rather than improvise, 10) I am constantly prepared versus I am frequently unprepared, 11) I work first and then play vs. I work first and then play, 12) I seek out other people's attention vs. avoiding other people's attention, 13) I search for methods to assist others vs. ways to accomplish my aims. 14) I empathize with other people's suffering vs. being readily moved by sad stories. 15) I ensure that everyone is looked after vs looking out for myself. 16) I am more concerned with reality than with my fantasy. 17) I place a premium on my social standing against my privacy. 18) I take a step-by-step approach vs diving in and figuring things

out as I go. 19) I am more concerned with what is potential than with what is actual. 20) I initiate discussions vs. allowing others to initiate talks, 21) I prefer cooperation than competition, 22) I make decisions with my head vs. my heart, 23) I prefer to work in an active, bustling office to one where I act on impulse, and 24) I prefer to work in an active, bustling office to one where I act on impulse. I prefer to work in a calm, peaceful environment.

The subject of this study involved two students. The study's subject is a student from the Non-English Department named initially "MT" AS the 1st student and "SK" as 2nd student. The researchers employed two instruments to acquire the data. As a result, the questionnaire was provided to determine her personality, and she was then asked a series of questions to understand more about her personality, which aided her language acquisition. The questionnaire was used to determine the subject's MBTI personality type (Myers-Briggs Type Indicator) as stated by Myers & Myers (2010). Extroversion-Introversion, Sensing-Intuitive, Thinking-Feeling, and Judging-Perceiving are four characteristics of an individual's personality that are measured by the MBTI instrument. The two students are asked to fulfill the online questionnaire from the sites https://www.truity.com/myers-briggs or https://www.truity.com/test/type-finder-personality-test-new.

This free personality test reveals who we are. We can discover the 16 personalities created by Myers & Briggs, test our personality type, and find our strengths. After the students fulfill the questionnaire of MBTI personality type test, the results can be seen in the figures below:
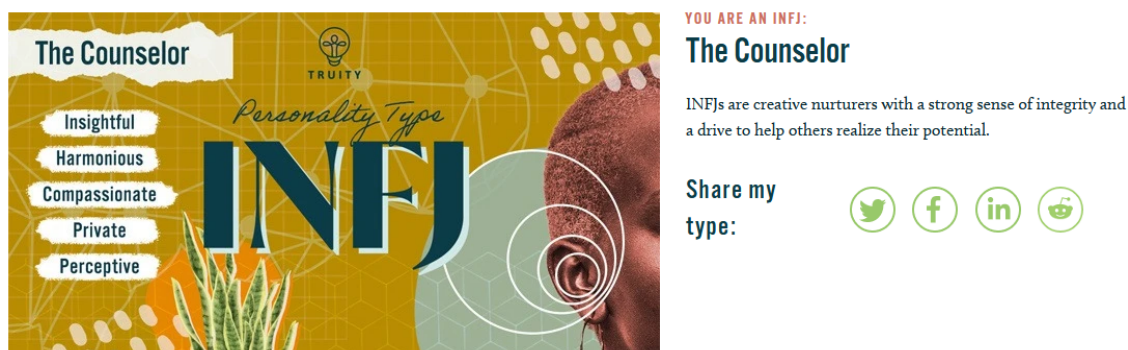

Figure 2. The Personality of Initial's Student Named MK

Based on figure 2, shows that the Personality of Initial's Student Named MK is INFJ - The Counselor. This personality shows the characters insightful, harmonious, compassionate, private, ad perceptive. INFJs are creative nurturers with a strong sense of personal integrity and a drive to help others realize their potential. Creative and dedicated, they have a talent for helping others with original solutions to their challenges.

Figure 3. The Personality of Initial's Student Named MK

Based on figure 3, shows that the Personality of Initial's Student Named SK is ESFP - The Performer. This personality shows the characters energetic, dynamic, earnest, charming, and optimistic. The ESFPs are vivacious entertainers who charm and engage those around them. They are spontaneous, energetic, and fun-loving, and take pleasure in the things around them: food, clothes, nature, animals, and especially people.

In the Test Personality's Elements, students' personality type code consists of four letters, each of which represents an important aspect of who they are. We will look at how they did on each of the four primary dimensions of personality type in this section. Each dimension describes how they deal with things in a fundamental part of life, such as how they manage energy, interact with others, process ideas and feelings, and plan their daily activities.

Table 1. Students' Personality's Element

No	Personality's Element	Students' Initial Name	
		MT	**SK**
1.	**Introverted**	**51 %**	48 %
	Extraverted	49 %	**52 %**
2.	Sensing	40 %	**63 %**
	Intuition	**60 %**	37 %
3.	Thinking	48 %	**47 %**
	Feeling	**52 %**	53 %
4.	Perceiving	43 %	**57 %**
	Judging	**57 %**	43 %

Based on the table above, shows that there are four personality elements includes Extroversion-Introversion, Sensing-Intuitive, Thinking-Feeling, and Judging-Perceiving are four characteristics of an individual's personality that are measured by the MBTI instrument. The table shows that the student's initial name MT has a personality of introverted as 51 % and extraverted as 49 %, sensing as 40 % and intuition as 60 %, thinking like 48 % and feeling like 52 %, perceiving as 43 % and judging as 57 %. The dominant personality of the student's initial name SK is introverted, intuition, feeling, and judging. The student's initial name MT has a personality of introverted as 48 % and

extraverted as 52 %, sensing as 63 % and intuition as 37 %, thinking like 47 % and feeling like 53 %, perceiving as 57 %, and judging as 43 %. The dominant personality of the student's initial name MT is extraverted, sensing, thinking, and perceiving.

On the website, it shows several FAQ (Frequentyly Asked Questions), such as: Is this personality test accurate? The answer is: No personality test is accurate for everyone, but this test has been researched extensively to ensure it is valid and reliable, using a variety of statistical methods. These results are detailed in the TypeFinder technical report. Most of our users describe their results as both accurate and insightful. To better understand what we can expect from the assessment, check out our customer reviews.

Discussion

First, is personality's element of Introversion vs. Extraversion**.** This dimension describes how you manage our energy. How freely we express yourself, how quickly you warm up to new people, and how much we participate with the environment around you are all factors in determining whether we are Introverted or Extraverted. However, the most important aspect of this dimension is whether you are stimulated by time alone or time with others. Extraversion indicates that a person enjoys a lot of social interaction and feels energized after spending time with other people. Meanwhile, Introversion is more thought-oriented, enjoys deeper and more meaningful social interactions, and feels energized after spending time alone.

The students' initial names MT and SK are neither pure Introverts nor true Extraverts because her energy style is a mix of Introversion and Extraversion. She can call herself an Introvert for the sake of personality typing because she favors this mode significantly. However, it's more appropriate to state that she is a mix of Extravert and Introvert, meaning that she uses both styles equally or prefers one over the other depending on the situation.

Second, personality's element of Sensing vs Intuition**.** This dimension describes our information processing style. Your preference for Sensing or Intuition reflects whether we think in a direct, factual, and concrete manner or a creative, interpretive, and abstract one. Sensors and Intuitives are drawn to distinct types of information, with Sensors being more interested in facts and details and Intuitives in ideas. The intuitive side illustrates that someone is more focused on facts and details that he experienced directly. Meanwhile, Sensory describes that someone pays more attention to intuition such as patterns and impressions. He/she also prefers to think and imagine the possibilities in the future.

In the initial's student named MK, she is primarily interested in ideas and possibilities as an Intuitive. She prefers to look at the big picture and comprehend how everything works together rather than getting bogged down in minor details. She enjoys anticipating the future and is drawn to new ideas and theories. Patterns and connections

come effortlessly to her, and she often has a "sixth instinct" about things. In the initial's student named SK, as a sensor, he likes to concentrate on facts and practicalities. He is drawn to tangible objects and does not devote much time to contemplating abstract concepts. He is practical and down-to-earth, and he appreciates doing things with your hands. He prefers to think about and discuss real-world events and facts, with little interest in theory or fiction.

Third, is personality's element of Thinking vs. Feeling. This dimension expresses our attitude toward personal values. In terms of decision-making, our preference for Thinking or Feeling can be looked at as "head VS heart." This dimension has to do with how you prioritize competing values and if you prefer to depend on logic and reason over emotions and personal judgments. Thinking shows that we are a person who prefers to think objectively, analytically, and impersonally when making decisions. Meanwhile, Feeling shows that we consider values, emotions, and feelings more when making decisions.

In the initial's students named MT and SK, they are neither an absolute Thinker nor absolute Feeler since her values style is a mix of Thinking and Feeling. We may describe her/him as a Feeler type since she/he has a minor predilection for Feeling. However, it's more realistic to say you're a mix of Thinker and Feeler: she/he processes information in both ways and may move from one to the other depending on the needs of her surroundings.

Fourth, personality's element of Perceiving vs. Judging. This personality trait indicates how you handle your affairs. Our preference for Perceiving vs. Judging reflects our attitude toward structure, time management, deadlines, and organization. It also has to do with how we typically manage time and approach tasks. Judging means we are someone who prefers to live a structured and planned life. Meanwhile, Perceiving means being more open, flexible, and adaptable to different environments.

In the initial's student named MK, she is neither a pure Judger nor a pure Perceiver since your life management approach is a mix of Judging and Perceiving. We may describe ourselves as a Judger type since we have a minor predisposition for judging. However, it's more realistic to say we are a mix of Judger and Perceiver: we employ both types in our life and may move between them depending on the occasion. Many people discover that they are more judging at work and more perceptive at home. In the initial's student named SK, he is a Perceiver. He wants to keep things lighthearted and open-ended. He despises being tethered, preferring instead to be able to move with the flow and follow his instincts. He prefers to avoid strict structures and organizational systems, as well as planning ahead of time. He enjoys having the flexibility to make last-minute alterations when new ideas emerge.

Besides that, there are several personalities or characteristics of language learners as stated by several theorists. According to Johnson, there are five characteristics of language learners, namely: actively participating, the language of a system, the language

of as a communication tool, consistently monitoring his learning progress, and learning the language also involves the affective domain. According to Mercer et al. (2012), good language learner studies have concentrated on a range of learner characteristics. While, Johnson (2017) states that good language learners have 5 characteristics, namely: 1). Good learners are learners who actively participate and try to create an atmosphere or situation where they can use the language they are learning. 2) Good language learners recognize that language is a system. They show a strong will to learn the grammatical structure of a foreign language studied. 3) Good learners view language as a tool for communication. Therefore they are also trying to be able to do communicate with other people in the language learned in real situations, including native speakers. 4) Good language learners consistently monitor progress speak and want to correct and correct the mistakes he made. 5) Good learners realize that learning a language always involves affective domain. Thus the factors of interest, motivation and even find style proper learning according to its character are aspects that must be practiced by students/learners.

Being a good imitator is supposed to be one of the features of good language learners (Dodigovic, 2005). According to Griffiths (2008), aptitude, motivation, and opportunity are essential characteristics of good language learners who either have or can develop these characteristics. It is also supported by Oxford & Amerstorfer (2018) that since motivation is a major factor related to good language learning, it would seem that teachers need to attend to the motivational levels of their learners. So, the good language learner is willing to put in the lime to develop language (Carrasquillo, 2013). A good language learner should be open-minded and talkative (Mercer, 2011). According to (Khirwadkar, 2005), good language learners had the following characteristics: field independence, efficiency, fast working, accuracy and did not listen repeatedly. The poor language learners have opposite characteristics. (Elena et al., 2017) state that Good language learners could be role models: their performance should be shown to all the learners for better self-improvement.

Effective communication is an important aspect of language learning, and if learners want to be good language learners and users, they must improve their communicative competence (Pixel, 2017). It is supported by (Errey & Schollaert, 2003; Vieira, 2009) that the good language learner has a strong drive to communicate, to learn from communication. A good language learner is enthusiastic about learning a new language and wants to improve their communication skills in it (Alexander & Winne, 2012). In other words, effective language learning is self-motivated and self-controlled. A good language learner is familiar with and employs a variety of strategies, which improve as a result of practice and reflection on the language while attempting to comprehend and communicate with it. As a result, good language learners acquire more strategic, metacognitive, and other language-related knowledge, for example, vocabulary.

A good language learner appears to rely on a good balance of affective elements that enable cognitive processing and information usage (Fonseca-Mora & Gant, 2016). Thompson, 2005) states that "The Good Language Learner", according to his experiences,

and his thoughts regarding whether strategies can be taught. Good language learners know how to record, recall, and retrieve new information, or they have quickly mastered the skills and are anxious to put them to use. They get closer to their host family and the community in which they reside, and they commonly express a desire to meet new people, improve their English, and build lasting friendships. Of course, not all of these 'great language learners' possessed all of these qualities at the same time, but the vast majority did over time and put them to good use.

Lightbown & Spada (2013) state that mention 12 (twelve) characteristics of good language learners, namely, (1) good and accurate guessers, (2) trying to convey a message even with language limitations, (3) not being afraid to make mistakes, (4) observing intensively language patterns, (5) practice as much as possible, (6) analyze speech themselves and others, (7) pay attention to their appearance whether they achieve standards according to what has been learned, (8) enjoy practicing grammatical training, (9) began to study since childhood, (10) had an IQ above average, (11) have good academic skills, and (12) has a good personal impression and high self-confidence. All of these characteristics are further categorized into five main categories, namely motivation, talent, personality, intelligence, and preference. (Naiman, 1996) explains that GLLs (good language learners) exhibit a variety of behaviors, including active participation in the learning activity, recognition of language as a system 3. recognition of language as a medium of communication, taking care of the emotional side of language acquisition and performance evaluation.

A person's success in learning a language, in this case, language foreign countries, apart from being influenced by external factors such as the selection of materials and materials teaching methods, the choice of teaching methods, as well as the classroom atmosphere, are also influenced by internal factors are factors that come from within the learner. On the other hand, the learner as an individual also plays a role in determining success or not learning a foreign language. Johnson (2017) divides factor internal variables into several variables, namely cognitive variables which include intelligence, and skills (aptitude), as well as affective variables consisting of motivation and attitude.

Learners with the same level of intelligence and motivation, do not necessarily have the same level of success and way of learning a foreign language. Other differentiating factors also affect the language learning process foreign, namely personality. Personality can be said to also determine the way and a person's level of success in learning a foreign language. In other words, to be successful in learning a foreign language, the learner needs to recognize his personality, recognize the characteristics of good language learners and apply learning strategies right. For example, a learner with a personality who is open (extrovert) and introverted learners. Learners with open personalities tend to enjoy learning foreign languages in groups and practice the foreign language they are learning directly, while the type of learner with a closed personality prefers to learn something individually through reference books as opposed to other learners.

The role of the learner/student in the teaching and learning process of a foreign language is not can simply be ignored. Teachers/lecturers besides having to keep updating in teaching methods to improve the quality of the learning should also encourage students to be aware of their role. Especially now, the paradigm which states that the teacher is everything in a learning process teaching is over. Currently, the paradigm is developing towards a process of student-centered learning. Active involvement of students/learners in the learning process can be starting with making them aware of the criteria of a good language learner.

Conclusion

To know the personality of non-EFL students to be being of a good language learner by using MBTI personality type (Myers-Briggs Type Indicator). The Myers-Briggs Type Indicator (MBTI) is a self-report inventory designed to identify a person's personality type, strengths, and preferences. The analysis shows that the personality of the student's initial name SK is introverted, intuition, feeling, and judging. While, the personality of the student's initial name MT is extraverted, sensing, thinking, and perceiving. The personality type of Initial's Student Named MK is INFJ -The Counselor. This personality shows the characters insightful, harmonious, compassionate, private, ad perceptive. While the personality type of Initial's Student Named SK is ESFP - The Performer. This personality shows the characters energetic, dynamic, earnest, charming, and optimistic. Personality can be said to also determine the way and a person's level of success in learning a foreign language. In other words, to be successful in learning a foreign language, the learner needs to recognize his personality, recognize the characteristics of good language learners and apply learning strategies right.

Several areas still requiring further investigation are suggested, especially further exploration of how the teachers' or lecturers' perceptions and experiences strategies. It also seeks evidence that this makes a difference in terms of 'good language learners. Future research will require larger samples and more comprehensive personality measures (possibly using more than one of the standard multi-trait model assessments with the same students) to find precise statistical evidence that will shed light on teachers' and educators' intuitive beliefs about the importance of these issues in learning.

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