Chapter One

Introduction

This chapter includes background, statement of the problems, delimitation of the problems, research questions, the objectives of the research, and the significance of the research. This chapter also explains the reasons this topic was chosen to be discussed. Furthermore, the introduction covers the problem, the purpose of the study, and the limitation of the study.

Background of the Problem

Recently, one of the most popular ideas in language teaching is the implementation of group activity. A group usually consists of people with similar interests and goals. In a social environment such as a classroom, teachers can divide kids into different groups as a chosen learning method. In a class setting, a short duration group is formed to finish a task, solve a problem, and share ideas and experiences. These are the functions of group activity in the teaching and learning process. Groups can be formed in many ways; counting heads, using student identity number lists, and pulling numbers from a draw.

The researcher found that there are challenges in doing group work. For example, some students show that they are not confident with their ability when it comes to a group activity. Students' achievements might differ between their individual and group works. Students might struggle to work with someone they do not like personally, causing them to have a negative attitude towards their group members. Students might also experience insecurities with other group members with

a higher level of competence. For example, when a student is unmotivated to do group work, they might rely too heavily on their groupmates, creating an unhealthy work situation. This type of student will always negatively impact their group members. Some students only want to be in the same group with their close friends, which is unfair to their other classmates. Therefore, how teachers choose group members will determine the students' attitudes.

A study by Vorkapić, Čepić, & Šekulja (2016) found that students has prefered to work with others with the same personality for their own satisfaction and higher result. It makes them more confident and can be creative in expressing their feelings. Personality is the factor in making a selectin. The study was done by observing 290 students with different personalities from the Faculty of Teacher Education from the Early to Preschool education program. The study was done by filling in questionnaires. The result was revealed by their final score in the group activity. It shows that introvert students can express their feelings and ideas better if they work with one another. The introvert student will be less creative if they work with extrovert students because they will focus less on what they should do. Other findings include that all students respect each other, which should be appreciated.

Chen, Jiang, & Mu (2015) found that, in spoken language, whether a student is extroverted or introverted is one of the most important factors affecting the success of foreign language learning. Students' personalities can be classified into introverts and extroverts according to their interests. An extrovert student is represented as a comedian, while the introvert is represented as a research worker. Both of them can

be seen in the classroom. This study was done by observing 117 students in English major at one of the universities in Chingqing, China. Data collection was conducted by filling in questionnaires and using test scores. The questionnaires were used to ask for their cooperation and confidentiality, while the test scores were used to compare the two groups. The findings were seen from various approaches such as motivation, culture, language input and output, as well as the environment. The extrovert students showed better results than the introvert students, with significant differences.

According to Jalili (2015), improving students' achievements is one of a teacher's goals. To grant this hope, some teachers have to use some strategies in the learning process. One of them is grouping the students to make the learning process effective. Sometimes there are many challenges in grouping them. The difference in personality is one of the challenges teachers face. This study used thirty introvert and thirty extrovert students in GATT Language Center as the participants. The data was collected by observing all of them. Each of the participants was observed twice. The researcher observed 120 times in total. This study showed that the extroverts finished the task as fast as possible while the introverts were slower but wanted to present their best works. The extroverts were more successful in managing time and their group member. However, a similarity was found in which each personality type wanted to be with the other. The introverts wanted to be with the extrovert, while the extroverts wanted to be with the introvert. If students with the same personality type are grouped, the group's goal will be harder to achieve.

Previous studies have almost exclusively focused on the attitude between extrovert and introvert students in group activities with the same personality, but not if they were grouped with different personalities. The prior studies have explained the result of the grouping by personality. Most of them suggest that introvert students are more confident, creative, and active, with more ideas coming out if they are grouped with introvert students. At the same time, extroverts are faster, more active, more entertaining, and have more fun if they are grouped with other extrovert students.

Identification of the problems

This study aims to identify the differences between extrovert and introvert students if they are to work in a group. The study is held by grouping these different personalities in the same group to see if they shows any significant statistical differences.

In a group activity, students might not cooperate because of many reasons, such as their incompatibility with other students based on their personality type and personal issues. Their inability to cooperate hindered students' creativity. It happens because introvert students can not express their feelings better, which bothers their creativity. To reach the goals, all group members should finish the task. However, the introverts seem like they want to complete the task by themselves. Goals may be achieved, but only a few students contribute, which defeats the purpose of a group activity.

Delimitation of the problem

In this research, the researcher focused on an English class of one of the universities in Yogyakarta which implemented a group activity to reach their learning goals. To make this discussion more detailed, the researcher limited the problem. Firstly, the researcher only explored the introvert students' attitudes. Secondly, the researcher explored the extrovert students' attitudes. Personality is not only introvert and extrovert, but in this research, the researcher only focus on introvert and extrovert. All of the explorations were on their attitude in a group activity. Lastly, the researcher investigated the differences between introverts and extroverts in a group setting.

Research Questions

Based on the description and issues above, this research is intended to answer the following question:

1. How is the introvert students' attitude towards group activity?
2. How is the extrovert students' attitude towards group activity?
3. Is there any statistical difference between introvert and extrovert students' attitudes towards a group activity?

Aim of this research

Based on the research questions, these are the purposes of this research:

1. To investigate the attitude of introvert students towards group activity
2. To investigate the attitude of extrovert students towards group activity

3. To identify the statistical differences in attitude towards a group activity between introvert and extrovert students.

Significance of the Research

This research aims to be beneficial to teachers, students, and other researchers.

For students. From this research, the students can understand the kinds of attitudes in the teaching and learning processes. They can improve their understanding that students are different. Not all students have the same attitude as them. Then, they can respect other students and find tips to finish the group's goal without pushing other students.

For teacher. Regarding the findings of this research, the teachers are expected to understand their students' attitudes. Knowing the differences between them can make the teacher easy to find the best way to use group activity, whether grouping is needed and suitable with the material that will be given to students. It will be perfect if the teacher knows which ones are introvert and which ones are extrovert to make them easy to follow the activity.

For other researchers. By conducting this research, other researchers can know the basic information about this topic. Besides, the other researchers can use the findings of this research as the theoretical overview of further research on the same topic and might become recommendations for further research.

Outline of The Research

This research is divided into five chapters. Chapter one presents the introduction of the research. There are some important points in this chapter. First, the background of the study describes the reason why the researcher is interested in discussing the differences between extrovert and introvert students during group activity in English Education Department class. This chapter also presents the research questions, which function as the guide for the study. Furthermore, the objective of the study describes the specific objectives or purpose of the research. Also, the significance of the research presents the benefits of this research for particular people. Finally, the research outline, which shows each chapter's explanation, is presented.

Chapter two discusses theories related to the extrovert and introvert attitudes in group activity. There are several contents that are discussed in chapter two, including the definition of extrovert and introvert students. The definition of group activity is also discussed in this chapter. In addition, this chapter also discusses the extrovert and introvert students' attitudes during group activities.

Chapter three presents the methodology used in this research. There are four sections in this chapter. Those are research design that presents the approach used in this research. Secondly, setting and participants reports where this research was conducted and the characteristics of participants to collect the information. After that, the data collection method describes how the researcher collects the data. Finally, the data analysis explains the steps or procedures of the data collection

Chapter four presents the findings and the discussions of the research. There are three findings in this research. The first one is the extrovert attitude in group activity in class; the second is the introvert attitude in group activity in class; the last is related to the differences between extrovert and introvert students' attitudes during group activity in class.

Chapter five contains the conclusion and recommendation. The conclusion discusses the result of the study. The recommendation section gives suggestion to teachers, students, and future researchers based on the findings.