

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of Study

The Indonesian government in 2020 imposed large-scale social restrictions which later changed to enforcement of community activity restrictions. The purpose of these restrictions was to suppress the spread of the SARS-CoV-2 virus through preventive measures followed by tracking people who had interacted with COVID-19 patients. Activities during the restrictions policy implementation were carried out online until further notice. This policy implementation directly changed the process of teaching and learning to fully online (Karuniasih, 2022). Students have to study at their home since they cannot go to the school. It can be seen that the COVID-19 pandemic has created different learning environments for students.

The change in the learning environment has an impact on students' psychology. Many studies have revealed that the change influences students' stress, anxiety, and motivation in learning. Irawan et al. (2020), Kurniawati (2021), and Marahwa et al. (2022) revealed that students experience anxiety due to online learning. Besides, Priyantini et al. (2021) and Zainuri et al. (2022) found out that students felt stressed with the learning materials and tasks in the online learning. Not only that, Gustiani (2020) and Yuzulia (2021) add that students' motivation was also affected due to the facilities and learning situation. Thus, the change in the learning environment due to the pandemic influences students' psychology.

Anxiety experienced by students certainly affects their learning process. Students who experience anxiety and do not receive assistance from the teacher will experience stress and depression (Tuasikal et al., 2020). Stress and depression are other psychological disorders that can also affect the learning process (Bolatov et al., 2020). Students who experience stress and depression will find it difficult to concentrate and tend not to be able to follow the learning process well. Besides, demotivated learning makes students unwilling to join the learning (Syakur et al., 2023). It can be seen that the psychological issues impact students in the learning process.

The shift to a new environment is faced differently due to students' personalities, namely introverts and extroverts. Introverts deal with an individual who tends to spend time by him/herself (Fitrii et al., 2022; Shalevska, 2021). It indicates that introvert students feel comfortable alone in learning and interact with their friends if necessary. In addition, introverts are personal, closed, and quiet individuals (Paradilla et al., 2020). It shows that introvert students do not often communicate with other students. On the other side, extroverts deal with individuals who are concerned about their surroundings (Paradilla et al., 2020). It shows that extrovert students are pleasant to interact with other students. Besides, extrovert students can interact with their friends inside and outside the classroom (Fitrii et al., 2022). In short, students' personalities are different covering introverts and extroverts.

Furthermore, after the pandemic, the learning situation is back to face-to-face learning. Harumi and Pambudi (2022) reveal that face-to-face learning is designed after the pandemic by planning learning materials, activities, and media. It indicates that students can learn at school. On the other side, Ma'ruf (2023) and Rusyada and Nasir

(2022) add that some schools still adopt online learning which is assisted by the use of technology framed in the hybrid learning. Students have access to online and offline learning which allows them to have access to online learning while they are joining face-to-face learning. The shift of learning from online learning only going back to offline learning or conventional learning should bring students to normal conditions after the pandemic.

However, there is still a problem even after the pandemic. Based on the pre-observation results, the results of interviews showed that students still encountered psychological issues. It was revealed that students experienced stress, anxiety, and demotivation in hybrid learning in one of the senior high schools that was SMA Negeri 3 Denpasar. The school was invited during G-20 which was the biggest event in Bali in 2022 having variations of students, including introvert and extrovert students. This situation is also supported by previous studies in which the psychological issue remains after the pandemic. Bhar (2023) found out that higher-level students still encountered stress about their learning. Besides, Firmansyah et al. (2023) and Syakur et al. (2023) reported that students still had problems with their motivation. Students had moderate motivation and somehow, they were demotivated in the learning process.

Based on the problem above and the previous studies, psychological issues still become a phenomenon that is experienced by students. Considering the different personalities of students such as introverts and extroverts, they have different ways of dealing with the issues. Mustoip et al. (2024) and Sigarlaki and Setiawati (2023) reported that introvert students experienced higher anxiety than extrovert students. Besides, Novriewani and Fitri (2022) extrovert and introvert students have different

anxiety about students' speaking performance. On the other side, Ahmar and Sugiyanta (2021) reported that there is no significant difference between extrovert and introvert students in speaking achievement. Thus, it can be seen that extrovert and introvert students experience different and somehow indifferent situations.

Regarding the phenomenon above, the study related to students' psychology covering stress, anxiety, and motivation is interesting to conduct since it still becomes a problem even after the pandemic has ended. Most of the previous studies discussed the students' psychological aspects during the pandemic. Not only that, many studies reveal the learning condition after the pandemic like the integration of technology in the learning process. Besides, many studies also discuss the comparison of extrovert and introvert students' abilities. They want to find out the difference in terms of students' achievement. No studies are revealing the students' psychology based on students' personalities (introverts and extroverts) after the pandemic. It becomes a novelty to conduct the present study. Therefore, the present study aims at comparing EFL introvert and extrovert students' anxiety, stress, and motivation after the COVID-19 pandemic in SMA Negeri 3 Denpasar.

## **1.2. Problem Identification**

Based on the background of the study, there were several problems identified. Firstly, after the era of COVID-19, the students of SMAN 3 Denpasar experienced hybrid English learning both online and offline. Secondly, the extrovert and introvert students of SMAN 3 Denpasar had different characteristics, mostly as the result of the

learning process after the pandemic. The post pandemic effect of students' learning, such as, different anxiety, stress, and motivation. This is in line with the previous research which stated that extroverts and introverts differ in terms of anxiety, stress, and motivation.

### **1.3 Scope of The Study**

This study is limited to investigating the difference in anxiety, stress, and motivation between extrovert and introvert students.

### **1.4. Research Questions**

Based on the background of the study, problem identification, and scope of the study, the research questions are composed as follows:

- 1) Are there any simultaneous differences in anxiety, stress, and motivation between extrovert and introvert students?
- 2) Are there any differences in anxiety between extrovert and introvert students?
- 3) Are there any differences in stress between extrovert and introvert students?
- 4) Are there any differences in motivation between extrovert and introvert students?

### **1.5. Research Objectives**

Therefore, according to the research questions, the research objectives are composed as follows:



1. To investigate the simultaneous differences in anxiety, stress, and motivation between extrovert and introvert students
2. To discover the differences in anxiety between extrovert and introvert students
3. To justify the differences in stress between extrovert and introvert students
4. To examine the differences in motivation between extrovert and introvert students

## **1. 6. Research Significances**

### **1.6.1 Theoretical Significance**

Theoretically, the study's results can enrich the literature in the EFL context, particularly in teaching and learning, considering students' personalities, namely introverts and extroverts. It describes the characteristics of students based on their personalities which becomes one of the factors to be considered in designing the teaching and learning activities. Besides, it also gives information about students' psychology covering anxiety, stress, and motivation which needs to be considered in the learning process. Thus, the results of the present study theoretically give information about students' personality and psychology which need to be considered in the learning process.

### **1.6.2 Practical Significance**

#### **1. For Teachers**

The result of the study can be beneficial for teachers because which it can be used as a guide in conducting teaching and learning processes. Teachers can design

their learning process by considering students' personalities and psychology. It leads to the selection of learning strategies and learning media to be used in the learning process. Therefore, the results of the present study can help teachers to design proper learning situations based on students' conditions.

## 2. For Researchers

The result of the present study can be used as a reference for other researchers who are interested in conducting a study dealing with students' personality and psychology. In addition, the present study also provides a systematic literature and empirical review which can be used as relevant sources by other researchers. Therefore, it provides relevant information that is beneficial to other researchers in conducting similar studies.

