

CHAPTER I

INTRODUCTION

This chapter covers the introduction of the study such as, research background, problem identification, research limitation, statement of problem, research objectives, and research significance.

1.1. Research Background

Language mastery is a skill that is needed in today's era. Ilyosovna (2020) states that English is one of the most common languages used in the world. Furthermore, as Nishanthi (2018) said, one of the reasons for learning English is that it is a must for the education field. Students who master English will be helped in their education to widen the source of knowledge and increase their opportunity to study abroad. In line with that, English mastery can lead to better career opportunities by widening the opportunity to get a job in other countries since English is an international language (Illyosovna, 2020). Those advantages make English a critical skill to be mastered, especially for students. That is why English in many countries that do not officially use English as their language start to include English in their curriculum as a foreign language.

COVID-19 pandemic brings many changes in human life order. According to Antara News, in 2020, globally, there will be 1,25 billion students affected by the pandemic, and 5,44 percent s in Indonesia. Furthermore, 68 million students in Indonesia have to learn from home starting from early childhood to High school. College students are also forced to learn from home to prevent the contagion of the coronavirus. This situation makes the learning activity is switch to online learning

based on SE number 4 in the year 2020. This regulation forced the teacher and the students to conduct the learning and instruction in an online situation. The Ministry of Education also published guidelines for organizing learning from home in times of emergency the spread of the COVID-19 through SE number 15 the year 2020. On that leaflet, the government's focus is to conduct learning from home to ensure all students get their rights in educational services during the pandemic era. Other than that, this regulation also considers safety and protects all education unit residents from the adverse effects of COVID-19, prevents the spread and transmission of COVID-19 in education units, and ensures the fulfilment of psychosocial support for educators students, and parents.

Covid-19 pandemic also strikes vocational education. The pandemic interferes with the process of learning that emphasizes the practice. Vocational education is a type of education that focuses on skills that are helping in the work field (Ireland, 2008). Furthermore, Clarke and Winch (2007) emphasize the technical and practical nature of preparing students for working life in vocational education. One thing that separates vocational education and academic education is the emphasis on learning, focusing on the skills besides the theory learned. The students in vocational education are more inclined the practice. Malley and Keating (2000) stated that an excellent vocational education level influences industrial growth. In conclusion, vocational education is essential to developing a nation.

To run the education during the pandemic situation, the government initiate the implementation of distance learning in almost all of the education levels in Indonesia. Distance learning refers to an educational approach that liberates the students to access education and training from a different time and place (Bušelić,

2012). Distance learning uses online conference platforms such as ZOOM, Google Meet, Cisco Webex, etc. Other platforms such as WhatsApp and Google Classroom are the learning platforms used to support distance learning. On one side, it is a must to use distance learning, and it offers the flexibility of learning during the pandemic. On the other hand, the capability is questionable. The condition can lead to many challenges faced by the students.

SMK N 1 Singaraja is one of the vocational schools implementing Google Classroom. The school uses several platforms to conduct the learning, such as the E-learning website, Whatsapp, Google Classroom, and Google meet. All learning platform is set to fulfill the need of learning for students. Google Classroom is one of the learning media systems commonly used during the pandemic. The platform is used as the primary media or even supplementary media during online learning for some schools in Indonesia. In SMK N 1 Singaraja, some departments use Google Classroom from 10th grade to 12th grade. Even though Google Classroom can be a solution in implementing distance learning, there are still many challenges.

Anxiety is one of the challenges students face in implementing distance learning. As stated by Hilgard, Atkinson, and Atkinson (1971), in general, anxiety is a fear state affected by a prediction of a situation or event. From that statement, the anxiety usually faced by students can appear from a particular condition, for example, from the unpreparedness and discomfort in the learning process in the classroom. In the EFL learning context, the anxiety faced by students is even higher. In learning the second language (L2) the learning is stressed more to the interaction between students, and it puts a lot of burden for students and causes anxiety (Ellis, 1994; Frantzen & Magnan, 2005; Koch & Terrell, 1991; Matsuda & Gobel, 2004;

Young, 1991, in Pichette, 2009). Based on the preliminary observation, it was found that the students in SMKN 1 Singaraja felt anxious in conducting English learning through Google Classroom. The online learning makes the interaction is not effective and make the students feel uncomfortable. Furthermore, the online learning makes the students cannot express their though freely because of the limitation of the learning.

Some studies concern students' anxiety in foreign language learning. First is the study conducted by Sadighi and Dastpak (2017), the study aimed to investigate the source of foreign language speaking anxiety. The study revealed that fear of making mistakes, fear of negative evaluation, and lack of vocabulary knowledge are the main factors that affect students' anxiety. Al-Khasawneh did the other study (2016) to investigate anxiety and the students' study level. The result found that the anxiety faced by students came from a different source such as communication apprehension, the anxiety of English classes, fear of negative evaluation, and test anxiety. Furthermore, there are no significant differences between the students' anxiety and study level. Lastly, the study found that the classroom atmosphere should be motivating and encouraging to reduce students' anxiety.

About the implementation of distance learning, several studies explored the anxiety faced by students in learning a foreign language. Pakpahan and Gultom (2020) investigated the students' foreign language speaking anxiety and the effect of an online course on speaking anxiety. The data were analyzed using FLCAS by Howitz (1986) and UCS by Burgoon (1976). The result found 30 % of students felt high-level anxiety, 63,3% felt moderate anxiety, and 6,6% felt low anxiety. On the

other side, according to the study conducted by Alla, Tamila, Neonila, and Tamara (2020), the implementation of distance learning increased Communication apprehension and Fear of negative evaluation anxiety. Still, there is also a decrease in the Test anxiety and Fear of making a mistake.

Based on the explanation above, the research focuses on how Google Classroom is implemented and the anxiety faced by students of SMK N 1 Singaraja in the EFL learning context. This study is essential since the implementation of distance learning is still ongoing, and it is better to analyze and evaluate the implementation so far. Moreover, the study can be a way to help the students to overcome the anxiety in EFL learning during the implementation of distance learning.

1.2 Problem Identification

Anxiety in EFL learning is one of the issues in implementing distance learning. Besides distance learning, conventionally learning English can potentially lead to foreign language anxiety. English is not a familiar and challenging language for most students. This issue is a severe obstacle for students in their English development. The lack of English skills will affect their next steps in their education, such as their internship or even their working prospect. The students' anxiety behind the implementation will be analyzed through this study. In SMK N 1 Singaraja, Google Classroom is one of the learning platform in English learning. Since the implementation of Google Classroom is a new thing, some problems arise because of it. The problem from the implementation can potentially lead to the anxiety faced by students. Besides the analysis of the implementation of Googl

Classroom, an analysis of the level of anxiety faced by students in using Google Classroom in English learning will be a must in order to overcome the problem.

1.3 Research Limitation

This study is limited to:

1. The analysis of Google Classroom's implementation as a learning media to the students in SMK N 1 Singaraja in learning English during the pandemic.
2. The analysis of the anxiety faced by the students in SMK N 1 Singaraja in using Google Classroom as a learning media in learning English.

1.4 Statement of Problem

Based on the background and the problem identification mentioned before, the statement of the problems are as follows:

1. How is Google classroom implemented for the students in SMKN 1 Singaraja in learning English?
2. How is the anxiety faced by the students in SMK N 1 Singaraja in learning English using Google Classroom?

1.5 Research Objectives

Based on the problem statements mentioned above, the objectives are formulated as follows:

1. General Objective

The general objective is to analyze the implementation of distance learning and its anxiety for students in SMKN 1 Singaraja.

2. Specific Objectives

There are three specific objectives in this study as follows:

1. To analyze how Google classroom is implemented to the students in SMKN 1 Singaraja in learning English.
2. To analyze the anxiety faced by the students in SMK N 1 Singaraja in learning English using Google Classroom.

1.6 Research Significance

1. Theoretical Significance

The research findings can be used as theoretical references for the implementation of Distance learning and students' anxiety in EFL learning during the COVID-19 pandemic in the academic field.

2. Practical Significances

1. For students, the result can be used as a reference to prepare themselves to undergo distance learning and avoid anxiety in EFL learning during the pandemic era.
2. For teachers, the result of the study can be used as a reflection in the implementation of distance learning and maintaining the students' anxiety that appeared during the pandemic.
3. This study can be considered a reference for further research related to the topic for other researchers.