CHAPTER I
INTRODUCTION

1.1. Research Background

The widespread of the English language has entered every aspect of the world, enabling people from different countries to communicate easily. Not only English is used as a tool to communicate, Listyariani, Artini, and Padmadewi (2018) state that the usefulness of English itself becomes the concern of each individual. According to Coleman (2010, in Listyariani et al. 2018) in society, English provides contributions in the aspects of a good carrier, international collaborations and cooperation, research and information accessibility, enabling workers, tourists, and even students to access international mobility. According to Atmojo and Nugroho (2020) state in the context of universal, English is considered as one of subjects, and gets higher chances of a good position in the job field. For countries that do not have English as their main language to communicate are referred to EFL (English as Foreign Language) countries, the matter of concern is greater, especially in Indonesia. According to Sulistyo (2016) as for the country of Indonesia, English is more presumably taught and learned as a foreign language only, unlike Indonesia's neighboring countries such as Singapore, Malaysia, Hong Kong uses English as their second language. This becomes a major difference, where the learning of English for EFL countries is conducted only within the classroom context, rather in daily life interaction (Sulistyo, 2016). Furthermore, the Indonesian government positions English within Indonesia's educational curriculum system as a foreign language as a way to help develop human resources (Ratminingsih, 2017). As in aligned with Dardjowidjojo (n.d, p. 44, in Rini, 2014), one of the reasons of English as foreign language in Indonesia is also required is to be in accordance alongside with science and technology development, since science and technology is the part of the global culture.

Furthermore, Suryati (2013, in Sulistyo, 2016) states if a target language is rarely used in daily life interaction or communication, the role of the classrooms' language use and input is crucial. Unfortunately, another problem has arisen in

today's stability of the world particularly in the education area involving a widespread of a contagious virus. The novel virus of Coronavirus disease 2019 or COVID-19 has become the world's outbreak virus originated from Hubei Province, People's Republic of China (Atmojo & Nugroho, 2020). Therefore, according to McAleer, Velavan, Meyer, (2020, in Atmojo and Nugroho, 2020) states that the World's Health Organization (WHO) committee declared a global health emergency due to the number of increasing cases spreading on an international scale confirmed in the late January of 2020. This is no exception to any other countries meaning that it also affects the country of Indonesia, WHO (2020, in Atmojo and Nugroho, 2020) explains on April 1st, cases that are confirmed has reached the number of more than 1.500. The concern leads government officials to take further actions, The National Disaster Management Authority of the Republic of Indonesia extended the emergency disasters period to May 29, 2020 (BNPD, 2020, in Atmojo & Nugroho, 2020). This means regular face-to-face classes have been diverted into the online learning system as an alternative way to continue the learning process in all levels of institutions from SD, SMP, SMA/MI, and SMK are still ongoing throughout the year 2021.

As proposed by The Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud) instructed the COVID-19 affected areas to carry out online learning since March 17, 2020, as an effort to prevent the COVID-19 that spreads through social gatherings, mass activities, crowded areas, and especially classroom activities established through Surat Edaran No. 4 of 2020 that contains four concerns discussed; online learning to be conducted interactively and non-interactively due to the limited infrastructure and facility for students and institutions in which the curriculum stills need to be achieved, but teachers need to select appropriate materials for students to learn at home. Secondly, the materials need to be contextual and accordingly to the needs of implementing life skills to educate the current matter of Covid-19 from understanding the virus, characteristics, how to avoid and prevent the virus. Thirdly, the learning done at home must suit the adjustments of the students' condition and interest. Fourthly, the teachers should give tasks that relate to the appropriate assessments that are

not assessed as in a regular school setting, but by using qualitative assessments to help the students' motivation in learning (Pragholapati, 2020).

Not to mention that teachers also do need to take part in suggesting or promoting the use of learning media that suits the students' necessities accordingly to the variety of transformations and the current trends in the educational sector (Aminatun & Oktaviani, 2019). As in line with Butarbutar et al. (2021) states one of the technologies which belongs to the popular trend in language learning is the use of a mobile application that is called Mobile Assisted Language Learning (MALL). Xiao et al. (2005, in Aminatun and Oktaviani, 2019) mentions that teachers have the role of being a facilitator meaning they are also responsible in ensuring that the students have enough learning resources to assist their learning. Therefore, students have to depend on whatever they have at the time being, by using their mobile phones in their process of learning a language. Based on Nelson et al. (2019, in Butarbutar et al. 2021) why to use Mobile Assisted Language learning for such reasons as mobile phones are affordable, terms on practicality for people, and mobile phones tend to rapidly develop. In the relation to education, technology especially mobile phones support student-centred learning in which mobile phones are easy to get and used as well (Miangah & Nezarat, 2012 in Butarbutar et al. 2021). As believed by Arafah, and Hasyim (2019, in Butarbutar et al, 2021) in deciding to use mobile phones can potentially affect the quality of the human life within the learning process in terms of connectiveness, sensitivity, interactivity, and portability.

Moreover, with the use of Mobile Assisted Language Learning is said to be as a way to learn life proficiency automatically (Butarbutar et al. 2021). This life proficiency as a means of having the ability to use devices technologically, communication, and information. According to Arafah; Thayyib; Kaharuddin, and Sahib, 2020 in Butarbutar et al., 2021) not only those aspects, but life proficiency also includes socializing, to have attitude, to learn, be creative, have critical thinking and have inspirative abilities. Therefore, knowing that English is a fundamental trend as a universal language, the use of mobile phones can perform tasks in improving or help assisting to learn English by interacting through social

media, play games or travel (Kaharuddin & Hasyim, 2020 in Butarbutar, 2021). Conforming to Huang et al., (2012, in Viberg and Grönlund, 2012) in the advantages of mobile technologies includes low cost, flexibility, user friendly, convenient in size enables researchers to explore the use of mobile technology in assisting the language learning.

Regarding to the aforementioned policies stated by Pragholapati (2020), that leads teachers to work from home and students to learn from home that is extended, becomes an obstacle to run online learning during the pandemic as Cao et al, (2020) mentions the shifted actions impact the education specifically on the growth of the students' itself. In this case, students will have to learn to improvise due to the limited interactions from what was used to be done in a normal classroom setting. According to Zhing (2020, in Sofyan, Isnantyo, and Pratama, 2020) although the schools conduct online learning, it most likely to bring limitations due to the various conditions they face in the learning process. Those limitations said are internet network, the need to master technology, limited infrastructure or facility, financial difficulty for parents, student, and even teachers (Sofyan, et al., 2020).

Furthermore, Sofyan et al. (2020) cited a study by Child Protection Commission (2020) stating data that represents a number of 76.7% students out of 1700 and 602 teachers. The students claim that they did not like to learn at home, 81.8% students says that they experienced too many tasks while learning online, 42.2% says do not have internet quota, and 15.6% experienced of having inadequate tools or devices. Sofyan et al. (2020) adds the major concern within the online learning implementation is the lack of interaction between student and teachers, thus the number of tasks that students face in a limited of time. When investigating the tools or media involved, there are a variety of platforms such as Google Meet, Google Classroom, WhatsApp, Webex Meetings, Schoology, and Youtube (Setyawan, 2020). Relating to those four concerns from Surat Edaran No. 4, it would be more challenging for vocational school students or SMK in terms of certain subject that requires practices and will need to have infrastructure or facility in their learning in order to help their specialization especially that is

relevant to the school's curriculum that may results in the students to have anxiety.

Concerning with the use of MALL and the emergence of anxiety levels in the English learning, previous research has been conducted and discussed that involved a variety form of studies and diverse participants, settings, and English learning skills. In one research, entitled The Efficacy of MALL Instruction in Tourism English learning during Covid-19 Pandemic conducted by Sutrisna, Lagatama and Dane in 2020 aimed to find the in-depth information on how the lecturers' viewed MALL efficacy used in the instruction of learning English during the Covid-19 Pandemic in terms of language teaching activities that the students are engaged during the pandemic and as well as how effective MALL was used as instruction. The data of the research were collected through interview guide distributed to three English lecturers at STAHN Mpu Kuturan Singaraja of the Hinduism and Cultural study program. The researchers found lecturers used mobile application or MALL in all of the English skills activities namely speaking, reading, listening, and writing in order for the students to learn English anytime and anywhere. The Mobile-assisted Language Learning enable lecturers to teach and manage activities such as distributing teaching materials in the form of video, audio or e-books, video conference. in addition to teaching and learning management and scheduling, the teacher used e-learning platforms namely Moodle and Google Classroom. Not only that, the lecturers' responds on how easily they use the features of MALL to monitor the students' learning progress. In the terms of Zoom meetings conference were considered beneficial as it was resembling an artificial of real situation of face-to-face learning which give the access to communication. Unfortunately, the researchers also found that since MALL is found to be useful, yet opportunities for mobile-assisted language learning that could not yet be fully utilized throughout the English teaching process of the STAHN Mpu Kuturan Singaraja Hinduism Cultural Tourism Study Program. These constraints mostly arose from the lecturers' inability to create complex instructions in the use of Mobile Assisted Language Learning.

In another research conducted by Dewi in 2019 purposely to describe on how Mobile Assisted Language Learning as a strategy by the English lecturer that implemented in grammar class in the face-to-face interaction pre-pandemic specifically Complex English Grammar Course of Universitas Pendidikan Ganesha which use mobile application named Quizizz. The research used a descriptive qualitative analysis from data that is gathered in the classroom observation based on the teaching and learning procedure and the response from students through self-reflected journal which involved 33 students. From the result shows that mostly, the students responded positively when utilizing Quizizz application as a support in grammar course of Mobile Assisted Language Learning strategy, they express feelings of excitement, fun, joy, entertaining and not monotonous. The downside of using Quizizz was due to the internet credit, internet connectivity, and limited use of time when the students were in the process of answering questions.

Another study, done by Ali et al., (2020) was aimed to investigate the utility of Mobile Assisted Language Learning in language learning in the Covid-19 Pandemic situation towards the current subject of 100 post graduates of English major in the public sector of universities of Punjab, Pakistan. Furthermore, the objective was to determine how private sector university students feel about MALL-based English language instruction. Students and universities were both selected using a technique of simple random sampling. For the previous reason, an online survey was carried out, and 100 students each received a carefully designed and organized questionnaire. According to the findings, students at public colleges described themselves as relaxed, cheerful, and pleasant. They appreciated using MALL to learn English. Additionally, learning English through MALL assists in increasing their self-confident and in other aspects as well. The overall point of the study is that, in comparison to other technological tools, MALL can be an effective technological integration especially in the private sector of Pakistani institutions and classrooms if the tool is used properly.

In terms of anxiety, there were few relevant studies that were conducted involving lecturers, teachers, and students from various kinds of background, setting, and current situations of the education sector. The studies also employed many types of forms such as quantitative, qualitative, mix-method, and many more. One of the studies, by Dewi in 2021 was purposely conducted to investigate the anxiety levels both from the teachers and the student's side during the emergency remote teaching. Not only that, Dewi also investigated the ways to reduce the anxiety. In her study, the mix-method with explanatory sequential design was employed with data gathered from 2 English teachers and a number of 220 students located at SMP Negeri 3 Gianyar district were collected using interview guide and questionnaire. In conclusion, the results reveal that student anxiety was regarded as being at a moderate level shown (3.07), while teacher anxiety was characterized as being at a low level which was (2.00). It indicates that although the students were not really worried, they were also not enjoy studying English during the emergency remote teaching.

There were also studies that investigated the combination, correlation, and the connection between MALL and anxiety in terms of English learning from the general aspect or regarding the specific English skills. A study proposed by Shamsi, Altaha, and Gilanlioglu in 2018 had examined the role of m-learning to decrease the level of speaking anxiety among learners of the Foreign Language (EFL). According to the Shamsi et al., anxiety and mobile assisted language learning (MALL) are related. In other words, utilizing a mobile device to practice speaking can help learners feel less anxious and encourage them to speak in front of others. Nine respondents were involved specifically six female and three male and they were both students at Aleppo University and recent graduates from various departments. The students at first were asked to complete an FLCAS pre-test. The next step, they were asked to join a WhatsApp group for four weeks, to participate in three assignments of each week. After that, the students took the FLCAS post-test at the end of the course. The comments, feedback, and notes of the four participants were then reviewed during interviews with them where the results indicates that the m-learning significantly make the students' level of speaking English anxiety becomes lower particularly for the components of

communication apprehension and *fear of feedback* and the last is for the component of fear of test did lower the students' anxiety because there were no authentic and proper test applied and only interviews were used for testing.

The bridges of gap concerning the previous studies with the current research lies within the ways of how MALL is perceived, beneficial, utilized, implemented and assist the learning of English in pre-covid situations, and during covid. Thus, the next focus was on the anxiety levels found mainly in the pandemic situation. Compared to this research, it shifts to emphasize the use of Mobile-Assisted Language Learning accordingly to the adjustments of changes and dilemma and aftermath of the present state in education. Whereas the MALL is used as a strategy in blended learning context specifically in vocational schools related to the subject of research, according to Pakpahan (2018) vocational school students are set to be prepared for future occupation even if they will still need to go through college. (Pakpahan, 2018). The specialization within the vocational schools or refers to as SMK one of which is SMK Triatma Jaya that is located in Anturan Village, Singaraja, North of Bali. This vocational school is known as one of the accredited private vocational schools in Bali that consists of Culinary and Hospitality major. Regular training class activities within these majors also had to be shifted which means the students have to rely mainly on their mobile devices. Nevertheless, the materials that are taught by the teachers or instructors are also given through mobile devices including tasks and assignments in the blended learning context. In the process of working on the task, or instructions of the English learning, students may face anxiety that are possibly due to internal factors or external factors. Therefore, the purpose of this research is to find out how the school of SMK Triatma Jaya conduct their learning process through the use of mobile devices and to find out the level of anxiety faced by the students when learning English throughout the learning process especially in the blended learning context post Covid-19 pandemic.

1.2 The Problem Identification

The vocational schools or SMK especially SMK Triatma Jaya in North Bali, Indonesia and practices preparing students in their future working field in

which due to the current condition from what was previously conducted through conventional learning has been alternated due to the Covid-19 Pandemic and become post-covid pandemic. Therefore, students that previously learned online learning now face classroom activities done via face to face which have access to infrastructures, facilities, learning through direct activities and practices combined with using specific tools or strategy in their learning such applications especially in maintaining English learning along the process where this could lead students to face anxiety.

1.3 The Scope and Research Limitation

In this research, the scope was focussed on the area that is located in Desa Anturan, Singaraja, North of Bali on the tenth-grade students of SMK Triatma Jaya. The tenth-grade students of second semester term are chosen because the students have experienced the vocational setting and the kinds of subjects, they received for one semester. The profile of the school as one of the private vocational school focuses on trainings and practice within the hospitality and culinary major. Therefore, the limitation will explore on how the students of SMK Triatma Jaya has conducted their learning through the post Covid-19 Pandemic situation, what type of MALL and how it has been used, and what level of anxiety occurs when students learn English in the blended learning context.

1.4. Research Questions

1. How was Mobile Assisted Language Learning used by the teacher and students in the blended learning context in the English learning at SMK Triatma Jaya Singaraja?

2. How were the students' anxiety levels in the blended learning context in the English learning at SMK Triatma Jaya Singaraja?

1.5   Research Objectives

1. Exploring the use of MALL employed by the English teacher and students throughout the learning process in the blended learning context in English Learning at SMK Triatma Jaya.

2. To find out the students' anxiety levels at SMK Triatma Jaya in learning English especially in blended learning context.

1.6 The Significance of the Research

1. Theoretically

From this research, we are able to find out how the learning process conducted online in SMK Triatma Jaya since it is vocational school in which will require the specific need of school facility and infrastructure, specific media, certain skills in order to gain their needs not only from a cognitive aspect, but also skills, and competence related to their field of interest or specific training majors and to get an understanding of how anxiety also plays a role within the online learning process.

2. Practically
a. Teacher

In terms of practicality, teachers may able to understands the struggle of what the students may face when dealing with the expected assignments given to students and find alternative ways or provide suggestions in making their assignments thus re-evaluating the instructions regarding the tasks or assignments involving the English learning skills and help students to reduce anxiety.

b. Researchers

Future researchers or readers may be able to gain information of how the SMK Triatma Jaya students conduct their needed practical work in their certain skills such as hotel and accommodation and other related major may able to find other potential alternatives use of online platforms (MALL applications) that are able to support their skills in English with other related English skills and what to expect in terms of the anxiety level that occurs from the students' side during their process of learning English especially involving the use of MALL.

1.7 Definition of Key Terms

Within this research, there are conceptual definitions that consist of MALL (Mobile Assisted Language Learning and Foreign Language Classroom Anxiety.

1.7.1 Conceptual Definition of Key Terms

    a. Mobile Assisted Language Learning (MALL)

In line with Harmanto (2021) says Mobile Assisted Language Learning is the term for utilizing mobile phones in the process of learning languages. In addition, Bezuciliola (2016, in Prastya, 2019) states handheld mobile devices integration like tablets or smartphones in language learning classes is known as "mobile assisted language learning" Learners can easily further get the right information or insights from the internet using this language learning strategy.

    b. Foreign Language Classroom Anxiety

In second or foreign language learning, (Horwitz, 2001 in Kráľová and Sorádová, 2015), where anxiety occurs, is referred as second/foreign language anxiety which relates to reactions of negative emotions on language acquisitions of the students.

1.7.2 Operational Definition of Key Terms

In this section, there are two operational definitions, consists of Mobile Assisted Language Learning (MALL) and Foreign Language Classroom Anxiety.

    a. Mobile Assisted Language Learning (MALL)

In the setting of SMK Triatma Jaya school, particularly in the tenth grade of culinary major and hospitality major all of the students learn English through the use of mobile devices specifically smartphones for both within the classroom and outside of the classroom context.

    b. Foreign Language Classroom Anxiety

To investigate the level of the foreign language classroom anxiety of the tenth grade in a total of 65 students majoring culinary and hospitality in SMK Triatma Jaya is measured by using questionnaire consist of thirty items that is scored based on five-point Likert scale ranging from; 5 (strongly agree), 4 (Agree), 3 (Neutral), 2 (disagree), and 1 (strongly disagree).