

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, problem identification, limitation of the problem, statement of problem, objective, and significance of the research, both theoretical and practical significance.

1.1 Background of Study

Learning a foreign language is very challenging, especially for non-native English students. The challenge is mainly because English is not used in everyday conversations. So, it is a challenge to learn how individual situations feel in the target language (Zheng, 2008). Students say speaking, listening, reading, and writing are difficult because they have their mother tongue. In addition, it creates a massive gap between the mother tongue, Indonesian, and the target language. It happens because several factors influence and contribute. This can be considered another challenge for them, and several factors contribute to it.

Several influencing factors contribute to foreign language learning, such as attitudes, motivation, anxiety, enjoyment, and playing the role of emotions (Fathi & Mohammaddockht, 2021). Factors affecting language learning make students worry about everyday experiences and sometimes enjoy them. In studying this problem, it is proven that ideally, learning a foreign language is immersing yourself in the language environment (Tamara, 2020). In addition, factors contribute to enjoyment and anxiety, such as internal and external factors. An example of a factor, the natural environment, is felt by students in learning foreign languages and contributes the determining factor in foreign language learning. Several factors influence students in learning foreign languages. At this point, there are two factors that focus on foreign language learning, such as enjoyment and anxiety.

Enjoyment and anxiety are two factors that are the focus of foreign language learning. Enjoyment is a positive affective response to an experience reflecting a general pleasure feeling. Meanwhile, anxiety is a reaction to emotions and worries arising when learning or using a second language. Enjoyment and anxiety are considered emotional experiences similar in nature and state reactions to learning tasks (Dewaele et al., 2008). Enjoyment and anxiety appear when somebody responds to a foreign language learning situation. Previous studies investigated two factors in foreign language learning: enjoyment and anxiety.

Nugroho and Mbato (2021) investigated the most dominant emotions experienced by EFL teachers in the Indonesian context. They found that enjoyment was the most common feeling dimension EFL teachers experienced while teaching students. Also, they present teachers' responses to dimensions of emotions experienced by EFL teachers. Taking enjoyment and anxiety into account, their research in the Indonesian context informs that aspects that significantly increase, such as reducing anxiety about speaking a foreign language and increasing enjoyment of a foreign language, also investigate dominant emotions by EFL teachers. In addition, Nasution et al. (2022) investigated the correlation between anxiety levels in students' academic achievement and the relationship between the process of learning English and achievement in the learning process. They found a significant correlation between students' anxiety and achievement in learning English. Last, Li and Wei (2022) investigate three emotions: enjoyment, anxiety, and boredom at L2. Their research found that achievement emotions and foreign language achievement resonate as suggested by value control theory, in which achievement emotions can influence achievement indirectly by various cognitive and motivational mechanisms. These three studies inform their research on enjoyment and anxiety in the learning process of teaching in learning English. Besides that, implementing the learning process teaches in the post-pandemic context.

Enjoyment and anxiety in post-pandemic teaching and learning processes, according to Munday (2021), post-pandemic changes teaching, learning, and

assessment. Especially in the context of learning, applying a hybrid format makes distance learning post-pandemic (Masalimova et al., 2021). The hybrid format used in higher education, such as the teaching and learning process, is conducted online and face-to-face. In a post-pandemic situation, facilitating education through distance learning is a solution to overcome the pandemic (Susilawati & Supriyatno, 2020). Meanwhile, studying foreign languages occurs online and offline, called blended learning.

Another mechanism is the development of technology that supports blended learning in post-pandemic learning. When the pandemic occurred, the teaching and learning process changed. Learning courses use various online platforms such as Zoom, Google Meet, and Webex, while lecturers use WhatsApp, Learning Management System (LMS), Schoology, Google Classroom, and YouTube. In this era, students learn from their gadgets (for example, laptops, notebooks, computers, and smartphones) so that many accesses can be passed (Al-Muslimawi et al., 2019). This technology has positive and negative impacts on students and lecturers in the context of teaching and learning. Also, their feelings in the teaching and learning process occur during distance learning, such as fun and anxiety. One of them is in higher education, and various strategies are formed.

In higher education, post-pandemic foreign language learning is developed strategy digital learning. Strategy development for foreign language learning is set conditions and implementation of the process and conditions that are interrelated to learning a Language effectively foreigner (Israilov & Kruchinin, 2021). This happens continuously because the learning process occurs face-to-face and uses technology through distance learning. This situation elicited responses from students, both positive and negative. This response is related to feelings of joy and anxiety in learning foreign languages in the post-pandemic period.

The post-pandemic situation has positively and negatively impacted student psychology in the learning context. The positive psychological impact is their enjoyment of foreign languages. Conversely, negative psychological implications derive from their foreign language anxiety. Considering the learning

situation in the post-pandemic period, the positive and negative psychological impacts make students also aware of the joys and anxieties of learning a foreign language.

The emotional condition of students during the transition to the post-pandemic era must also be discussed. Most students experience positive emotions, such as optimism, which indicates that the emotional state of students who were previously very disturbed by uncertainty due to the pandemic has improved (Tsantououlos et al., 2022). However, when asked to evaluate how the pandemic affected those stressed during their studies, it was evident that it is still a cause for anxiety and uncertainty.

In the Indonesian context, Bashori et al. (2021) investigated the effect of students' vocabulary knowledge, speaking anxiety, and enjoyment of web-based learning. They found that I Love Indonesia (ILI) and Novo-Learning (NOVO) as websites had significantly improved three aspects: increased vocabulary knowledge, reduced anxiety about speaking a foreign language, and increased enjoyment of a foreign language. The recommendation is to investigate the situation of learning English as a foreign language in Indonesian education. Apart from the research context in Indonesia, especially in the province of Bali, there is also research on anxiety and enjoyment.

Hanafie et al. (2022) examined enjoyment and anxiety in Balinese. They studied the anxiety levels of high school students and teachers. They found that the average score of students' anxieties was in learning English. Meanwhile, the teacher's anxiety score is low, meaning that the teacher is relaxed, enjoys, and is confident in teaching English. In addition, Pratiwi (2020) investigates previous learning experiences and the role of developing the motivation of Balinese EFL learners. Her study found that student's previous learning experiences, good and bad, are always remembered, influencing their motivation, anxiety, feelings, and thoughts about the learning process. Students, parents, teachers, and schools must create a positive atmosphere to make learning English a better experience so language development develops appropriately.

In research on post-pandemic learning, Andriani and Bram (2022) investigate EFL teachers' perceptions. Their research found that teachers positively perceived hybrid learning in the post-pandemic. Another previous research, Enzelina et al. (2023), investigated perception lecturers and students as well as study ability and challenge application AI based. The results of their research found students' perceptions positive to application AI- based whereas lecturers tend own negative perceptions of some Application related statements Deep AI-based learning post-pandemic. Those researchers investigated the perceptions of teachers, lecturers, and students in the post-pandemic context.

Previous studies focused on investigating the effects of websites, dominant emotions, and enjoyment and anxiety on language acquisition, and case studies on distance learning and teaching as well as research in post-pandemic. Previous studies investigated dominant emotions in the context of Indonesian and EFL teachers. Few studies have examined the enjoyment and anxiety of foreign languages in learning contexts, especially in post-pandemic contexts. And also deep research learning in post-pandemic times. To fill this empirical gap, research is needed to investigate language enjoyment and anxiety in teaching and learning fields with different contexts, such as post-pandemic learning. In the Indonesian context, especially in Bali, research has been conducted on foreign language anxiety. However, little research has been conducted on foreign language enjoyment and anxiety, particularly in post-pandemic learning contexts.

Scientific information about students' language enjoyment and anxiety in the post-pandemic period is needed. There are several things that make students' level as well as contributing factors about language enjoyment and anxiety necessary in the post-pandemic period, such as students experience various foreign language learning situations that make them happy and anxious, a new atmosphere in learning foreign languages, namely meeting directly with their lecturers, communicating directly with foreign languages especially English and still few researchers have examined levels and contributing factors of student' enjoyment and anxiety, especially in the context of post-pandemic learning.

The researchers previously explored the differences between foreign language enjoyment as a positive psychology and foreign language anxiety as a negative psychology (Dewaele & MacIntyre, 2019; Fathi & Mohammaddokht, 2021). As for study in context learning in post-pandemic, previous research investigates perceptions of lecturers and students to application in learning post-pandemic. Thus, this research investigates the enjoyment and anxiety of foreign languages in a post-pandemic context among college students. This research examines students' levels and contributing factors to the enjoyment of language and anxiety language to English students in the English Language Education program at Ganesha University of Education. English Language Education, an abbreviation of ELE, is one of the study programs at the Ganesha University of Education.

The researcher conducted this research in the English Language Education program as a student gets impacted by post-pandemic. Students have an impact of experience online learning, namely overcoming psychological consequences such as insecurity about something and the learning atmosphere. From this, ELE students are suitable for research because they know about post-pandemic learning. In addition, like the current situation, students often study foreign languages, especially English. An English major in their education means these students are very suitable for this research and analyze levels and contributing factors about students' enjoyment and anxiety in the post-pandemic context.

This research concerns foreign language learners, especially students in tertiary institutions who study in a post-pandemic learning context, researching students' levels and contributing factors of the language enjoyment and anxiety of foreign languages in a post-pandemic learning context. Thus, the results of this study emphasize the enjoyment and anxiety of foreign languages in the post-pandemic context. In addition, researchers need to research this so that learning English in a post-pandemic context can minimize anxiety and increase enjoyment.

1.2 Problem Identification

Learning a foreign language is challenging, especially for non-native English students, because English is not used in everyday conversation. In addition, there is a gap between their target language, Indonesia, and their mother tongue. They have their mother tongue, making it difficult to speak, listen, read, and write. This considering to challenge for them. Meanwhile, some factor influences and contribute to it.

Factors influencing and contributing to foreign language learning include attitudes, motivation, enjoyment, anxiety, and emotions. Furthermore, in this point, two factors focus on language enjoyment and anxiety. Students' enjoyment and anxiety influence factors of language learning. Thus, factors contribute to enjoyment and anxiety. It impacts the teaching and learning context, especially in post-pandemic learning.

The impact of enjoyment and anxiety is changing in the current post-pandemic learning context, such as teaching, learning, and assessment. In higher education, foreign language learning post-pandemic, strategic development of digital understanding of foreign languages can be identified as a set of interrelated conditions and implementation. The post-pandemic situation has a positive and negative impact on the learning context.

The post-pandemic situation has positive and negative student psychology impacts on the learning context. The positive psychology impact gains their foreign language enjoyment. Hence, the negative psychological implications gain their foreign language anxiety. Considering the situation of learning in the post-pandemic, also students realize the enjoyment and anxiety of learning a foreign language.

The previous studies mentioned enjoyment and anxiety that are conducted on the effects of websites, dominant emotions, and case studies on language acquisition in distance learning and teaching as well as research in post-pandemic. In the Indonesian context, especially in Bali, there is a study conducted on foreign

language anxiety. Still, there is a little study conducted on language enjoyment and anxiety and a few studies in the post-pandemic learning context.

After the pandemic, all universities were learning a language online and offline. Besides that, ELE students were suitable for the research as they were knowledgeable in the post-pandemic learning context. Besides, students learn frequently in the current situation, which means students are well-suit for this study. Based on the explanation, the focus of this study investigates English Language Education program students' level and contributing factors that influence language enjoyment and language anxiety in the post-pandemic learning context.

1.3 Limitation of Problems

This study is limited to exploring the levels and contributing factors of enjoyment and anxiety of ELE students in post-pandemic learning contexts. This study focused on language enjoyment and anxiety in post-pandemic learning contexts. This study adapted Dewaele and MacIntyre's (2014) concept of enjoyment and anxiety.

1.4 Research Questions

In line with problems identification, the research questions are formulated as follows:

1. What is ELE students' enjoyment level in the post-pandemic learning context as measured by FLE?
2. What is ELE students' anxiety level in the post-pandemic learning context as measured by FLA?
3. What are the contributing factors of enjoyment for ELE students in a post-pandemic learning context by the students?
4. What are the contributing factors of anxiety for ELE students in a post-pandemic learning context by students?

1.5 Purposes of Study

In line with the research questions, the research objectives are formulated as follows:

1. To describe the level of enjoyment of ELE students in the post-pandemic learning context as measured by FLE.
2. To describe the level of anxiety of ELE students in the post-pandemic learning context as measured by FLA.
3. To explain contributing factors of enjoyment for ELE students in the post-pandemic learning context.
4. To explain contributing factors of anxiety for ELE students in the post-pandemic learning context.

1.6 Significances of Study

This study makes some significant contributions to foreign language enjoyment and anxiety. There are two significances of study: theoretical and practical significance. It can be explained below:

1.6.1 Theoretical Significance

The result of this study expects to contribute insight and knowledge regarding levels and contributing factors that influence students' enjoyment and anxiety at English Language Education, Ganesha University of Education. It is expected to be a means of developing knowledge that is theoretically studied in lectures based on Dewaele's Theory of enjoyment and anxiety.

1.6.2 Practical Significance

a. For Lectures

The findings of this study are expected to assist lecturers in the levels of language enjoyment and foreign language anxiety of ELE students and the factors that cause foreign language enjoyment and foreign language anxiety in the post-pandemic learning context. So, learning English in the post-pandemic context minimizes anxiety and increases enjoyment.

b. For Students

This study can help students learn and know the contributing factors, challenges, and psychological emotions involved in language enjoyment and anxiety in post-pandemic. In addition, it hopes students minimize anxiety and increase the enjoyment that occurs post-pandemic.

c. For Other Researchers

This study can be used as a source for other researchers related to this research. This research will provide information to other researchers who study language enjoyment and anxiety in the post-pandemic context.

