CHAPTER I

INTRODUCTION

Chapter I focuses on introducing the research background, problem identification, limitation, questions, objectives, and significances.

1.1 Research Background

English is one of the languages that is used widely by people in communication. According to Rao (2019), the use of English in communication is already approved as an international language. Nishanthi (2018) states that English is the most common foreign language that is used around the world. Especially for students, English is an important subject that should be comprehended since English is used in many educational documents (Nishanthi, 2018). Rao (2019) also states that since many students want to learn in foreign countries, many books and research articles are written in English. English is used in many work fields and government businesses. Organizations, institutions, and companies use English in sending email, fax, telephone, and even using social media. It means that the organizations, institutions, and companies expect their employees are able to speak and write in English fluently. Those indicate that learning English would be useful for the students to get a good job.

English teaching and learning process are usually held with face-to-face meetings in the classroom or sometimes the teachers combine it with online sessions (blended learning). According to Bersin (2004), blended learning is a learning system that combines different technologies and activities. Here, the teachers combine the traditional teaching and learning method with electronic format (Bersin, 2004). Ceylan and Kesici (2017) state that blended learning is a learning system that increases the effectiveness of the teaching and learning process by optimizing access to the learning materials. The combination of face-to-face and online meetings is effective for increasing students' achievement (Ceylan and Kesici, 2017). Through the online meeting, the students can access the materials whenever and wherever they

want because of its flexibility. In face-to-face meeting, the students can do social interactivity with their classmates and the teachers.

In normal situations, students usually learn English at school with guidance from the teacher or with a blended learning system. But since there is a virus outbreak at the end of 2019 in Wuhan, China. The virus spreads rapidly into other countries, included Indonesia. The virus is called Corona Virus Disease 19 (COVID 19). According to World Health Organization (2020), COVID 19 is a virus that is spread through respiratory droplets. Therefore the Indonesian government regulates that the citizens should stay at home if there is nothing important to do outside. Chriscaden in World Health Organization's official website (2020) states that many countries are affected by COVID 19. The impacts that are caused by COVID 19 are in the economy field because people should stay at home and they cannot work. In the health field, health workers should work harder to handle the COVID 19 patients. In the education field, schools and universities or institutions are closed. Each activity should be done through gadgets with the help of the internet.

COVID 19 forces teachers and students to stay at home and do the teaching and learning process from the distance. Distance learning is not only in distance but also in the activities being done (Díaz and Miy, 2017). It means that the students and the teachers should adapt themselves to do the emergency remote teaching. Emergency remote teaching can be defined as a teaching and learning process that is done from the distance during the emergency situations such as the pandemic COVID 19. In emergency remote teaching the students and teacher do not meet each other in conventional classes. They learn using online platforms such as *Zoom Meeting, Google Meet, Google Classroom, Schoology*, and other online learning platforms. In doing emergency remote teaching, the students are forced to develop their understanding (Swanson and Swanson, 2019). It is because the teachers cannot give the materials, explanations, and feedback directly. The students are asked to learn independently.

One of the schools that applies emergency remote teaching is SMAN 1 Ubud. The school is located at Ubud, Gianyar, Bali which is known as a traveling destination (Clemence, 2020). Since the government regulates the citizens' activities, SMAN 1 Ubud does emergency remote teaching. The students and the teachers use the school's learning management system, named *nesaelearning*. It is because the school does not want the students and the teachers to spend too much mobile data and memory space for downloading and using other applications or platforms. Through the learning management system, the teachers can do a discussion, give assignments, held a game, make a test, and others. Every teacher is expected to be able to use the learning management system effectively. Every student is expected to be able to understand the learning materials that the teachers give through the learning management system independently.

In conventional classes and blended learning environments, there is a possibility that the students and the teachers feel anxious. Now both the students and the teachers are forced to do the learning process virtually. It might increase students and teachers' anxiety in doing teaching and learning process, especially in English. One of the reasons is that English is a foreign language for Indonesian students and teachers. Anxiety is a factor that inhibits students in learning a foreign language (Can, 2018). Guncic (2017) states that people with anxiety will always avoid the situation that will make their position in danger. Therefore they will not do things that are not familiar to them. Students' emotional dimension is important in determining the students' success in learning a language (Doğan, 2016). It means that if the students do not willing to learn the language emotionally, they will not be able to comprehend it.

Based on the preliminary observation, the students and the teachers in SMAN 1 Ubud face anxiety in teaching and learning English during the remote teaching and learning. It can be seen from the students' comments after the discussion. They keep saying that learning English through an online platform is not easy and exhausting. Some students mention that

they have problems with internet connection and time management. The teachers also feel anxious to teach English during the emergency remote teaching. The teachers are afraid that the students cannot understand the materials that they share in the learning management system. The teachers say that they have a problem in finding an effective way to teach a certain topic. The teaching and learning process that is done virtually forced the teachers to give innovative strategies. Teachers should keep students' interest and motivation to learn English. Kuama and Intharaksa (2016) state that the teaching strategies used by the teachers in online learning can affect the result of the learning.

There were some studies that are researched about students' anxiety in learning English. Most of the studies talked about the relation between students' anxiety and other internal factors that could affect students' achievement or score. Cakici (2016) researched the relation between anxiety and achievement in Turkey. It was found that there was no correlation between students' anxiety test result and their achievement. The other researcher is Doğan (2016) who studied the relationship between self-efficacy and anxiety scores of the students in Turkey. It was found that there was no significant difference between students' self-efficacy and anxiety scores. Altunel (2019) researched the relation between students' mindset and their anxiety in Turkey. He did not find a significant difference between students' mindsets and anxiety. From the studies that were held internationally, there was anxiety among the EFL students. But there was no correlation between their anxiety score and the other factors and achievement.

There were also some researches that studied teachers' anxiety in teaching English. Klanrit and Sroinam (2012) researched the teachers' anxiety sources and its component then compare them between the three different provinces. They found that teacher's expectations about students' language limitation and low motivation, students' attitudes towards studying English, teachers' low language proficiency, and the medium teaching and learning management were the teachers' anxiety sources. They also find that teachers' anxiety was in

4

the four fields as explained before and from the three provinces, the teachers' anxiety sources were at .01 level. Sanchez and Halet (2017) research teachers' way to conceptualize the classroom's anxiety sources and their ways to overcome it. It was found that the three English teachers felt anxious and it was caused by their psychological factors such as fear, nervousness, and discomfort. Malini and Janakavalli (2018) studied secondary school teachers' anxiety and fear of negative evaluation. They found that among the secondary level of language teachers, there was a high positive relationship between language anxiety and fear of negative evaluation. Based on the studies that were held internationally, the English teachers felt anxious in teaching English in the classroom. The sources of the teachers' anxiety were the teachers' psychological, teachers' high expectations, and students' low motivation.

Based on the previous explanations, this research related to the students and teachers' anxiety in the teaching and learning process during the emergency remote teaching. The research aimed to analyze the anxiety of the students and teachers in doing emergency remote teaching in SMAN 1 Ubud. This research also aimed to analyze the strategies used by the students and teachers to overcome their anxiety during the teaching and learning process. Since the pandemic of COVID 19 started spreading at the beginning of 2020 in Indonesia, therefore emergency remote teaching was a new thing for the students and teachers in Indonesia, especially in Bali. It was necessary to analyze the students and teachers' anxiety and their ways to deal with it. This research helped the students to know how to deal with anxiety in learning English during emergency remote teaching. This research also could help the teachers to know students' learning preferences, hence the teachers could use suitable teaching activities during the emergency remote teaching.

1.2 Identification of the Problems

Since English is a language that is used by many people around the world, learning English is necessary for students to get a good job. In the digital era, the teacher should give a

chance to the students to learn by themselves (Istifci, 2016). Therefore, the teachers or lecturers usually combine the face to face meetings and online learning (blended learning). But recently there is a virus outbreak that forces the students and the teachers or lecturers to do emergency remote teaching. Emergency remote teaching is different from blended learning because in emergency remote teaching the face-to-face meeting is eliminated (Swanson and Swanson, 2019). Emergency remote teaching is a new thing for Indonesian, especially Balinese people. It can make the students and teachers feeling anxious. The students have to construct their understanding. The teachers have to decide the suitable platforms for the students and they also have to design learning activities that are interesting and understandable for the students.

1.3 Research Limitations

This study is having 2 major limitations to avoid the exclude concept in doing the research. This study is limited to analyse the anxiety level of senior high school students in learning English during the emergency remote teaching and their ways in overcoming it. Besides that, this study also concerns analyzing the anxiety level of senior high school teachers in teaching English during the emergency remote teaching and their ways in overcoming it.

1.4 Statements of Problem

Based on the research background and problem identification that have been mentioned above, the statements of the problem are formulated as follows:

1. What is the students in senior high school anxiety level in learning English during the emergency remote teaching in SMAN 1 Ubud?

2. What is the teachers in senior high school anxiety level in teaching English during the emergency remote teaching in SMAN 1 Ubud?

3. How do the students reduce the anxiety in learning English during the emergency remote teaching in SMAN 1 Ubud?

4. How do the teachers reduce the anxiety in teaching English during the emergency remote teaching in SMAN 1 Ubud?

1.5 Research Objectives

Based on the problem statements above, the objectives of this research are formulated as follows:

1. General Objectives

   From the study, the results expected are the anxiety level of the students and teachers and their ways in reducing the anxiety in teaching and learning English during the emergency remote teaching.

2. Specific Objectives

   There are 4 specific objectives in this study, namely:

   1. To analyze the students' anxiety level in learning English during the emergency remote teaching.

   2. To analyze the teachers' anxiety level in teaching English during the emergency remote teaching.

   3. To analyze the way the students overcome their anxiety in learning English during the emergency remote teaching.

   4. To analyze the way the teachers overcome their anxiety in teaching English during the emergency remote teaching.

1.6 Research Significances

This research has 2 significances namely theoretical and practical significances.

1. Theoretical Significance

   Theoretically, the research findings can be used as theoretical references for the anxiety of the students and teachers in teaching and learning English during the emergency remote teaching study in the academic field.

2. Practical Significances

There are four practical significances of this research, namely:

1. The result of the study can be used to help students decrease their anxiety in learning English during the emergency remote teaching;

2. The result of the study can be used as the reflection for the teachers, and also it can help to decrease teachers' anxiety in teaching English during the emergency remote teaching;

3. The result of the study can be used to develop teaching instructions that can make the students motivated based on their learning preferences and;

4. This study can be used to give more insight into the anxiety in teaching and learning English during emergency remote teaching and learning and develop research about this matter.