

EXPLORING STUDENTS AND TEACHERS' ANXIETY IN LEARNING ENGLISH DURING THE EMERGENCY REMOTE TEACHING IN JUNIOR HIGH SCHOOL IN GIANYAR

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui tingkat kecemasan siswa dan guru serta cara mereka dalam mengurangi kecemasan mereka dalam belajar dan mengajar bahasa Inggris selama *emergency remote teaching*. Penelitian ini menggunakan metode campuran dengan desain sekuensial eksplanatori. Dengan menggunakan kuesioner dan pedoman wawancara, data dikumpulkan dari total 220 siswa dan 2 guru bahasa Inggris SMP Negeri 3 Gianyar sebagai sampel penelitian. Hasil angket menemukan bahwa kecemasan siswa adalah 3,07 yang dikategorikan sebagai tingkat sedang dan kecemasan guru berada pada tingkat rendah dengan rata-rata 2,00. Siswa merasa sedikit cemas, tidak takut tetapi juga tidak menikmati belajar bahasa Inggris pada saat *emergency remote teaching*. Guru merasa santai dan hal tersebut mengindikasikan bahwa mereka merasa khawatir dalam mengajar bahasa Inggris selama *emergency remote teaching*. Hasil wawancara menunjukkan bahwa siswa dengan skor kecemasan tinggi merasa takut terhadap penggunaan bahasa Inggris dan penguasaan materi. Siswa mengurangi kecemasan mereka dengan mempersiapkan diri dan bertanya kepada orang lain tentang hal yang belum mereka pahami. Siswa dengan skor kecemasan rendah mempersiapkan diri dengan baik dengan mencari sumber lain yang berkaitan dengan materi, banyak berlatih dan memiliki fasilitas belajar yang memadai. Para guru tidak takut dalam mengajar bahasa Inggris selama *emergency remote teaching*. Namun, guru harus merancang berbagai strategi pengajaran dengan tujuan membuat pembelajaran yang menyenangkan selama situasi *emergency remote teaching* dan lebih memperhatikan kebutuhan serta masalah yang dihadapi siswa.

Kata kunci: kecemasan; bahasa inggris; *emergency remote teaching*.

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ABSTRACT

This study aims to investigate students and teachers' anxiety level as well as their ways in reducing their anxiety in learning and teaching English during the emergency remote teaching. This study employed mixed-method with explanatory sequential design. Using the questionnaires and interview guide, the data were collected from a total of 220 students and 2 English teacher of SMP Negeri 3 Gianyar as the sample of the research. The questionnaires results found that the students' anxiety was 3.07 which categorized as moderate level and the teachers' anxiety was in the low level with the mean of 2.00. It means that the students felt mildly anxious such as they did not afraid but also did not feel enjoyed in learning English during the emergency remote teaching. The teachers felt relaxed and it mean that the teacher did not feel worry in teaching English during the emergency remote teaching. The interview showed that the students with high score of anxiety felt afraid due to the use of language and the material mastery. The students reduce their anxiety by preparing themselves and asking others about the thing that they did not understand yet. The students with low score of anxiety prepared themselves well by searching another sources related to material, practicing a lot and they had adequate learning facilities. The teachers did not afraid in teaching English during the emergency remote teaching. However, teachers should designing a various teaching strategy in the purpose of making a fun learning during the emergency remote teaching situation and pay more attention to the students' needs and problems.

Keywords: anxiety; english; emergency remote teaching