

CHAPTER I

INTRODUCTION

Chapter I discusses the introduction of the study which covers researches background, problem identification, limitation, questions, objectives and research significances.

1.1 Research Background

The impact of the Covid-19 outbreak caused by SARS-CoV-2 virus in 2020 in Indonesia began to penetrate the education sector. Since this virus emerged in Indonesia, the government has always appealed to the public to conduct Social Distancing and Physical Distancing. Seeing the spread of the virus that is increasingly widespread, the central and regional governments make a policy where the people should work, study and worship from home in order to reduce the spread of the virus. This policy causes schools, universities, institutes, and other educational institutions to carry out learning activities from home with all due consideration. This resulted in students and teachers being unable to hold face-to-face meetings until the learning system were changed. Learning activities that were initially carried out conventionally are transformed into online learning system.

Online learning is also known as virtual learning is a system of learning which integrates internet connections with learning and teaching processes (Bentley et al., 2012) This kind of system is carried out through leveraging technology or utilizes technology as the main tool (Taylor, 2004). Various types of technology existed to support online learning activities such as digital computers and digital video cameras, internet, telephones, smartphone, tape recorders, interactive stories, software and creativity and communication tools, computer games, programmable toys, technology video conferencing, and closed-circuit television, microphones, data projectors, whiteboard electronic headphones, etc (Gjelaj et al., 2020).

Online learning has various advantages in the learning process. According to Ferri et al. (2020), there are several advantages of online learning such as being able to learn from anywhere, anytime, saving costs, and saving time. It is in line with O'Donoghue et al. (2004) who stated that there are three main advantages of online learning namely, the learners can determine the place for learning, learners able to determine the time of learning, and the last one is the learners are able to determine the pace of learning. Online learning provides broader opportunities for learners to develop learning strategies that are suitable for themselves. This is one of the advantages gained by students because each student feels comfortable with a different learning strategy. In addition, online learning systems also greatly facilitate students in the learning process because the material can be accessed anytime and everywhere

Learning through online system may cause anxiety among teachers and students because anxiety is something that can be experienced by anyone and in any case. Anxiety is a human psychological condition that causes fear due to an event that might be a threat to them (Ajmal and Ahmad, 2019). A number of researchers published studies describing anxiety on online learning systems. Ajmal and Ahmad (2019) conducted a study about anxiety factors among students in distance learning and found that there were several factors that caused anxiety in students including book distribution, assignments, student support services, and course tutorials. Furthermore, it was also found that anxiety has a significant effect on student academic performance in the distance learning process. Another study was conducted by Sagara et al. (2020) which aimed to investigate the anxiety of students in online English writing subject, factors contribute to anxiety during the online learning process, and exploring the strategies in overcoming their anxiety. This study found that students' anxiety related to English online learning belongs to situation-specific anxiety. Then, there were four categories of factors that contribute to anxiety namely, a) being not familiar with the situation, b) less English proficiency, c) incompetence in learning, d) non-conformance with expectation.

Furthermore, this study also identified the four categories of strategies employed by students' anxiety, there were positive thinking, self-confidence, keep calm and enjoy it, and preparation (Sagara et al., 2020).

Apart from being experienced by students, anxiety is also experienced by the teacher (Subekti, 2021). Regarding the teachers' anxiety, Klanrit and Sroinam (2012) conducted a study about EFL teacher's anxiety in using English in teaching. In this study, the sources of the teacher's anxiety in using English in teaching, as well as the source of anxiety components language teachers, were analyzed to find the results. Then, the findings of this study showed the four teachers' anxiety factors in using English in teaching namely, a) the expectations of teachers about students' low motivation and language limitations which were at the high level, b) the attitudes of students towards English which was at the medium level, c) management of teaching and learning was at the medium level, and d) language proficiency of teachers was at the low level. Then, it was found that teachers' anxiety sources in using English in teaching were in four areas namely, teachers' expectations about students' low motivation and language limitations, the attitudes of students towards studying English, teaching and learning management, and language proficiency of teachers (Klanrit and Sroinam, 2012).

Online learning becomes a learning system that can greatly assist the learning process, especially in this pandemic situation. However, because this system takes place in an emergency situation, online learning in this context is called emergency remote teaching. Emergency remote teaching (ERT) is a phenomenon of shifting learning systems from conventional to other systems due to an emergency (Hodges et al., 2020) ERT is a temporary solution taken during the Covid-19 pandemic so that the learning process can continue in urgent circumstances. Bozkurt & Sharma (2020) states that ERT only lasts temporarily and the original format or conventional learning process will be restored after the emergency has

begun to subside or disappear. Emergency remote teaching is a type of distance learning system that utilizes technology as the main tool or means in it. The use of technology in distance learning is seen from the use of special platforms used in the learning process such as Schoology, Google Meet, Zoom, WhatsApp, Google Classroom, and others.

One of the schools implementing emergency remote teaching is SMP Negeri 3 Gianyar. The school, which is located in Gianyar regency, has started following the government's instructions to carry out the distance learning process since the circular was issued by the Indonesian government. The implementation of distance learning in this school utilizes various platforms or applications to facilitate students in learning and teachers in delivering learning material. Platforms such as Google Classroom, WhatsApp, and Schoology were used by teachers and students to upload materials or teaching materials, as forums for carrying out discussions, places to collect assignments and other learning activities. That is why, the process of teaching and learning English is also carried out through an online-based system.

In Indonesia, English is used neither as a mother tongue (first language) nor as a second language. The use of English in Indonesia is included in the context of EFL (English as Foreign Language) which means English is learned as a foreign language in schools and colleges but does not have official status in a country (Jawas, 2019). Even though English is learned as a foreign language, English is important to be learned by people. English has become one of the languages that have an important role in global communication. English also used in many work fields and that is why, by holding the title as an international language, English is an important language for children, adolescents also adults to know and to learn (San et al., 2018).

Since English has become a foreign language in Indonesia, the level of difficulty in learning the language has also increased. As the result, there is a possibility that the students

and the teachers feel anxious about foreign languages, especially English. According to Horwitz, Horwitz, and Cope (1986) in Halder (2018), this anxiety is a subjective feeling of worry, discomfort, fear, tension, or nervousness that occurs as a result. Furthermore, they stated that from the four language skills (listening, reading, speaking, and writing), English anxiety appears in two of them including listening and speaking (Horwitz et al. (1986: 29) in Halder (2018); MacIntyre and Gardner (1994) in Hashemi (2011).

As stated above, the students and the teachers may feel anxious during English learning. Based on the results of preliminary observations that conducted through personal communication, it was found that both students and teachers at SMP Negeri 3 Gianyar experienced anxiety about learning English during the emergency remote teaching and learning. In the preliminary observation, students said that if they did not meet face to face with the teacher it caused them to lack self-confidence and could not understand the material well. Some of the triggers for anxiety experienced by students are a lack of understanding of the material provided, anxiety about task deadlines, internet access, and others. In addition, in general, some students indicated that their distance learning was not easy and confusing. On the other hand, the implementation of emergency remote teaching makes teachers experience anxiety due to the demands that must be met in creating creative and innovative learning strategies in order to create an effective and efficient learning process since they have never been train before about how to conduct an effective learning process due to emergency situation.

Based on the previous explanation, this research attempted to find out and analyze students and teachers' anxiety levels in learning English during Emergency remote teaching. Furthermore, this research also aimed to analyze the way how students and teachers reduce their anxiety in learning English.

1.2 Identification of the Problem

The application of emergency remote teaching as a learning system is something new in Indonesia. This distance learning provides new experiences to students and teachers where they do not have the opportunity to meet face to face in class. This kind of learning process has a negative side where students' and teachers' anxiety will arise. As one of the subjects in SMP, the process of learning English is also carried out through distance learning. In Indonesia, English itself is a foreign language where the learning process has its own difficulty level. However, as a result of remote teaching emergent practice, students could not meet face to face with the teacher in the learning process which allowed anxiety from both parties. Therefore, an analysis of students' and teachers' anxiety level as well as the strategies to reduce the anxiety was carried out.

1.3 Research Limitation

There are 2 major limitations in this research. This research is limited to:

1. Analyzing anxiety of junior high school students in learning English during the emergency remote teaching.
2. Analyzing anxiety of junior high school teachers in teaching English during the emergency remote teaching.

1.4 Statements of Problem

There are four statements of problem in this research, namely:

1. What is the junior high school students' anxiety level in learning English during the emergency remote teaching?
2. What is the junior high school teachers' anxiety level in teaching English during the emergency remote teaching?
3. How do the students reduce the anxiety in teaching English during the emergency remote teaching?

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

1.5 Research Objectives

There are two kinds of objectives in this research. Those are formulated as follows:

1. General Objectives

To investigate the anxiety of the students and teachers in teaching and learning English during the emergency remote teaching.

2. Specific Objectives

There are 4 specific objectives in this research, 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 reduce their anxiety in learning English during the emergency remote teaching.
4. To analyze the way the teachers reduce their anxiety in teaching English during the emergency remote teaching.

1.6 Research Significances

There are 2 significances in this research namely theoretical and practical significance. It can be seen as follows:

1. Theoretical Significance

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

2. Practical Significances

1. For the teacher, the result of the research can be used as the reflection in order to help them reduce their anxiety in teaching English during the emergency remote teaching;
2. For the reader, this research can be used as an information source about students and teacher anxiety in learning English during the emergency remote teaching;
3. For other researchers: This study can be used as consideration in doing further research and research strategy.

