CHAPTER 1

INTRODUCTION

Chapter I discusses the introduction of the study which includes research background, problem identification, research limitations, and statement of problem, research objective and research significant.

1.1 Research Background

According to Nishanthi (2018), English is a language that cannot be ignored because English is a language that is used universally. It means that students must be able to master English from an early age. According to Mahu (2012), there is some benefit that we get if we understand the English language namely we can talk with other people in the world, we just not learn about the language if we understand English we can learn about the culture of another country, besides that we can find the jobs easily because we have the ability in communication in English correctly. It means that the English language is an important thing in our life to learn. In learning English we should be practice every day and consistent with ourselves (Nishanthi, 2018). So it means that the student should be brave to speak in English to improve their English skills.

As a foreign language, the students learn English at school. Sometimes the teachers use the models blended learning where the students learn English face to face at school and also the teachers give an exercise to students through the platform provided by the school or other platforms used by teacher and student. According to Bryan and Volchenkova (2016), Blended learning is the combination method between face-to-face and online learning. It means that the teacher teaches in the classroom and after that continues in online learning as a task through the platform that the teachers provide for students. In doing blended learning it is an effective way

for students and teachers in doing the learning process (Bryan and Volchenkova, 2016). So it means that, the students not only learn English at school but also can learn English at home by doing the task given by the teacher.

The virus that occurs in 2020 is COVID 19. This virus is very contagious from one person to another person. This virus also can make the economy, tourism, education down and it is an effect on people's life. Therefore the whole world is doing a lockdown and all people cannot do the activity as usual (Zayapragassarazan, 2020). With this virus, especially in the field of education, the teacher and the student must immediately change the learning process from face to face into online learning. So students are not advised to study at school but learn from home. The teachers need to hold emergency remote teaching. In doing emergency remote teaching the teachers should change their strategy in teaching process not only the strategy but also the teachers learn about how to use the technology because in doing the emergency remote teaching the use of technology is important to communicate with their students and some teachers still confuse in how to use the technology. Besides that, the students also should learn how to use the technology and sometimes the teacher just give the topic and sent the material and students should find out independently, it makes the students feel anxious because as usual, the teacher will explain first to give the general information for the topic but in doing emergency remote teaching sometimes the teacher asks the students to find out by themselves.

Anxiety can be defined as an unpleasant emotional state or a state of anxiety, tension, and worry due to activity (Gursoy and Arman, 2016). According to Gursoy and Arman (2016), anxiety can occur due to personal problems which can cause emotion to a situation. This means that anxiety can be due to circumstances or circumstances of our nature. So the student can feel anxious because of their

personality or it can be because of the situation. This anxiety is usually caused by students' unpreparedness in learning, such as not understanding the content of the material, being afraid of being asked something by the teacher, or being nervous when doing a presentation in front of the class. As a foreign language learning English is not easy, because English is not our mother tongue. As students and teachers sometimes not only learn about the language but the culture of English and it is different from our culture in Indonesia. It makes students feel anxious when learning English.

All schools should change the strategy or the technique in process teaching into emergency remote teaching. One school that implements emergency distance learning is SMK N 2 Bangli. The school is located in Bangli, Bali. Since Covid 19 came to Bali so the school activities in Bali are carried out online. The students and the teachers use the web school that they made. Therefore the students and the teachers also use the other platform to support the learning process. The teachers are expected that they are able to use the platform effectively and the students expected that they are able to understand the learning materials that teachers give through the learning process. Since doing the emergency remote teaching, the students and teachers feel anxious. The teachers feel anxious in teaching because the teacher not only prepares a strategy in teaching through online learning but also thinks about the training of students during the pandemic situation. Besides that the students feel anxious because they not only learn about the material, they also learn how to use the technology, and sometimes the students must find out the material independently.

The student who studies at senior high school is different from the students who study at vocational high school. Vocational education is a part of education that prepares individuals for a job or group work (Irwanto, 2019). It means that the

students who study at vocational high schools specifically help students in preparing themselves to enter the workforce after high school. Besides that, students study at vocational high school the material that they learn more specific than the students learn in high school. Besides that the students also prepare themselves for the training.

Based on the preliminary observation, it was found that the student and the teachers in SMK N 2 Bangli feel anxious in doing the learning process during the emergency remote teaching. In doing the emergency remote teaching the student said that study through online learning makes them feel not uncomfortable and anxious because they cannot express their feeling as usual in the class and they have limitations to ask and understand about the material. Besides that, the students have limited training during the pandemic education. In addition, the teacher's anxiety about the material explained can make students less understanding. Besides that, there are limitations in using virtual meetings and the teacher may not every meeting use virtual meetings in the teaching process. The teacher also thinks about the strategy of how the students can get the training during the pandemic situations.

Some studies are researched about teachers' anxiety. Start from Klanrit (2012), this study is about the teachers' anxiety in using English in teaching in the language classroom. Others in this study also wanted to know the components of teachers' anxiety and also compare the three provinces of the components of teachers' anxiety. The result of this study the first is four factors make the teachers' anxiety in teaching English namely the low motivation of students and the language limitations of student in learning English. The second is the attitude of students in learning was at the medium level. The third is the competence language of the teachers at a low level. The four is in the process of teaching and learning was medium level. The

second result is from the three provinces shows that the area of students' limitations and low motivation and English teachers' opinions were significantly different. Other research is from (Hismanoglu, 2013) This research aim is to investigate there is a significant relationship between foreign language learning anxiety and independent variables such as gender, age, and grade level. The result of this study is there was a significant relationship between anxiety and independent variables and also English teacher has a low level of foreign language learning anxiety.

Besides that, there are some studies that researched students' anxiety. Start from (Paker, 2011) that this study is about student-teacher anxiety related to the teaching practicum. This study wants to find out student and teacher anxiety in a teaching practicum, what the possible problem of anxiety of students and teachers and also are different genders affected. The result of this study shows that there are some factors that make student-teacher are feeling anxious namely classroom management, evaluation, staff relations, and pedagogy. Student teachers were more anxious about classroom management and evaluation than pedagogy and staff relations. Female student teachers are more feeling anxious than males in the teaching practicum. The second is from (Mahmud et al., 2016). This study is about to express students' anxiety in learning English with four skills. The result of this study is students experience anxiety because of lack of motivation, the interaction between teacher and students, and also the environment. Therefore as the data show that most of the students experience anxiety in speaking, and writing.

Based on the previous explanations, this research to the teachers and students anxiety in teaching and learning process during the emergency remote teaching. This research will find out teacher's and students' anxiety levels during emergency remote teaching. This research aims to analyze the teacher's and students' anxiety levels

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during emergency remote teaching in SMK N 2 Bangli. Besides that, this research also to analyze the strategies that teacher and students use in doing emergency remote teaching. This research is important because this research can help the students and the teacher to know how to deal with anxiety in learning English.

1.2 Problem Identification

According to Nishanthi (2018), English is the common language that use many people in the world to communicate with other people in the world. In this era, if someone has proficiency in English, it is very easy for them to get a job. The student can learn English not only from school but can take advantage of technology. In using the technology not only students but the teacher also should understand how to use it. This condition is different from the previous year because there is a virus that makes the world stop suddenly for a while. It is affected in education, the teacher and students should change the strategy in the teaching and learning process. The teacher and students usually carry out learning in school but now have to go through Emergency remote teaching. Emergency remote teaching is a new thing for students and teachers. In apply Emergency remote teaching is different from blended learning where all learning is carried out online and is very limited to face to face. Besides that, the teachers have to decide the suitable *platform* to use during Emergency remote teaching. The teachers and students feeling anxious, because English is a foreign language where has a level of difficulty in learning. Therefore the teachers and students will get anxious in learning English through Emergency remote teaching. So an analysis of the level of anxiety of teachers and students and also strategies to reduce it.

1.3 Research Limitation

There are 2 major limitations to avoid the exclude concept in doing the research. This study is limited to:

1. The analysis of the anxiety level of vocational high school students in learning English during the emergency remote teaching.

2. The analysis of the anxiety level of vocational high school teachers in teaching English during the emergency remote teaching.

1.4 Statements of Problem

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

1. What is the vocational high school students' anxiety level in learning English during the emergency remote teaching in SMK N 2 Bangli?

2. What is the vocational high school teachers' anxiety level in teaching English during the emergency remote teaching in SMK N 2 Bangli?

3. How do the students reduce the anxiety in teaching English during the emergency remote teaching in SMK N 2 Bangli?

4. How do the teachers reduce the anxiety in teaching English during the emergency remote teaching in SMK N 2 Bangli?

1.5 Research Objectives

Based on the problem statement 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 in teaching and learning English during the emergency remote teaching.

2. Specific Objectives

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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 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

This research has two significances namely theoretical and practical significances which can be seen as follows:

1. Theoretical Significance

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

2. Practical Significances

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

2. For the teacher, 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. For the reader, this study can be used as an information source about teaching instructions that can make the students motivated based on their learning preferences and;

4. For other researcher, this study can be used as consideration for further research and research strategy.