

# CHAPTER I

## INTRODUCTION

This part focuses on research background on anxiety in learning English in the context of emergency remote teaching for foreign language learners. This section also identifies what problems have been found, along with limitations, research problems, research objectives, and significances.

### **1.1 Research Background**

Anxiety is one of the things that can hinder a person from achieving their goals. A person will be disturbed in doing an activity because of the anxiety they experience. In terms of education, it is very common for someone to experience anxiety, whether they are studying lessons at school, in doing mid-semester or end-of-semester tests, or practicing doing something like speaking practice, writing practice, teaching practice, etc. According to Spielberg (2012), anxiety is a combined feeling in which there is fear, anxiety, nervousness, and tension for the sufferer. All of these related feelings arise because of thinking about something that the sufferers think they cannot achieve the specific goal; moreover, this emotion is directly related to the autonomic nervous system. If we refer to the source above, it can be ascertained that anxiety disorders are very disturbing to the sufferer because the sufferer will experience an emotion where he/she will feel afraid of something bad that will happen in the future.

McDonald (2001), states that the effect of anxiety at a certain point that can still be controlled can have positive effects such as feelings of competition, motivation, and making people concentrate on solving an existing problem. But when anxiety has reached a point where it exceeds the limit and cannot be controlled anymore, then this anxiety will make it difficult to concentrate and make

performance decrease and impact on the performance results not being optimal. In English for foreign learners, students and teachers can experience anxiety attacks. Horwitz et al. (1986) explain that teachers and students generally feel anxiety and this becomes an obstacle in learning English for foreign students. Not infrequently learning and teaching becomes monotonous and unattractive for students and teachers because one of them feels anxious and afraid of the consequences they will get later. In addition, in Indonesia, students are generally less able to speak English, either because they feel learning English is a difficult and complicated thing, or because they use Indonesian language more often and perhaps some of their traditional languages and rarely or even never use English in everyday conversation, or even just for lazy reasons. Therefore, during learning English in class, students often feel anxious and afraid that they will not be able to face English itself.

School is one place where a person can experience symptoms of anxiety. Students often feel burdened with school assignments that they get every day. This makes them anxious which results in discomfort, physical and mental fatigue which makes them depressed (Mayer, 2008). In learning English as a foreign language, anxiety often arises and interferes with students' readiness to learn. According to Horwitz et al. (1986), three components of anxiety make students anxious; including fear in communicating using English, fear of taking exams or quizzes, and the last is fear of being evaluated negatively about their language skills.

If students and teachers who actually study face-to-face can still be anxious, what if the learning is carried out by means of emergency remote teaching? Will students and teachers continue to feel anxious? Alibak et al. (2019) said that even

though humans are familiar with computers or online systems, some people still suffer from fear of computers due to their lack of knowledge in computer operation which can make sufferers anxious if they have to deal with a computer. Block et al. (2008) as cited in Alibak et al. (2019) states that students who are getting to know online learning for the first time will be more prone to experience high anxiety due to inadequate knowledge of technology and the internet in education. Meanwhile, according to Helms (2014) students who use online learning also experience more failures in learning and also get lower scores than using face-to-face systems. Referring to the current situation, there has been a Covid-19 pandemic which forces all elements of society not to make direct physical contact (physical distancing). Especially for education in Indonesia, schools are declared to use the online emergency learning method or so-called Emergency Remote Teaching which according to Hodges et al. 2020), Emergency Remote Teaching is a remote teaching system that is implemented because there is an emergency or crisis, in this case, the learning can be done online or face-to-face in small study groups or it can be a combination of both. This learning is certainly not as effective as face-to-face learning, but this condition must be done and if it is felt that the condition has improved, normal and safe learning will return to its original form.

From the statement above, the following questions arise. If offline learning alone can cause anxiety, then what about learning using the Emergency Remote Teaching method? Therefore, the author wants to explore the level of anxiety of students and English teachers at MAN 1 Jembrana during this emergency remote teaching period. Choi et al. (2019) state that anxiety in learning English for EFL students is really happening and one of the factors that cause students to be anxious,

among others, is parental pressure in learning English. Students who are forced and feel compelled to learn something will produce the opposite action to such as a lack of self-confidence or, more extreme, rebellion. Anxiety during English lessons often occurs. For example, as described from the results of research conducted by Kusumaningputri et al. (2018) where anxiety in writing English is due to inadequate writing practice, difficulty understanding English itself, techniques in writing in English that are not mastered by students, and finally how time pressure affects students in practicing writing. Khan (2015) also stated that students in the EFL context also often show avoiding behavior to practice speaking in front of the class. Some of the evidence of this study provides us with information that the anxiety experienced by EFL students in learning English is not something that can be underestimated because if things like this are ignored, students will certainly have difficulty learning English where English itself has become a global language to communicate between people in one country to another. This is what the author requires to investigate and comprehend more deeply to get accurate information and data about if the learning was carried out during the Emergency Remote Teaching period, especially at Islamic High School in Negara, Jember, and Bali.

Thus, it can be assumed that anxiety does not only experience by students but also by the teacher. This threat causes learning activities not to run correctly because of the feeling of doubt, fear, worry, and tension like what Horwitz et al. (1986) had researched, especially during a pandemic like this where learning is carried out by online or Emergency Remote Teaching where learning is not as effective as face to face. Based on the above statement, this study has explored the



anxiety of students and teachers in learning English during Emergency Remote Teaching at Islamic Senior High School in Negara called MAN 1 Jembrana.

Based on preliminary observations, teachers and students at MAN 1 Jembrana experienced anxiety when doing English teaching and learning activities during emergency remote teaching. The evidence obtained, students feel anxious if they only get an English assignment from the teacher but with minimal explanation. They are afraid that if they do not understand work procedures, students are worried that they will get bad grades because they do not have sufficient prior knowledge about the subject matter. Besides, students seem to be anxious about the signal and the ability of their cell phones or laptops, they are often worried about lost signals or their gadgets are damaged / errors and ultimately hinder the learning that occurs. Meanwhile, from the teacher's point of view, it seems that the teacher is worried about how the teacher can make learning that is not too burdensome for students but also that learning must be understood by students. Sometimes the teacher tries from one learning platform to another learning platform so that it adjusts to the students' ability to receive learning and makes learning varied, but this also seems to make a feeling of anxiety arise again because the teacher at least has to master many learning platforms so that online learning runs smoothly and does not cause an error while learning is in progress.

There are several causes why MAN 1 Jembrana was chosen. First, in Jembrana itself, MAN 1 Jembrana is one of the schools that apply an Emergency Remote Teaching system to its students during the pandemic. By following the governor's orders, MAN 1 Jembrana has also become one of the schools that makes student and teacher learning carried out online from home. Learning is carried out

using several online applications such as *WhatsApp*, *Google Classroom*, *Google Meet*, *Zoom*, *Google Form*, *YouTube*, *Schoology*, *Quizziz*, etc. Second, MAN 1 Jembrana is one of the leading *madrasas* in Jembrana district or around Bali and/or at the national level. Thus, making MAN 1 Jembrana one of the subjects to represent other Islamic senior high schools in research on English learning anxiety during a pandemic is more or less a wise decision. Third, in terms of teachers, students, and existing facilities in MAN 1 Jembrana that can be used for online learning, it is sufficient to be investigated further in this study.

The characteristics of Madrasah Aliyah / Islamic senior high school, in general, are almost the same as high schools; the only difference is Madrasah Aliyah based on Islamic teachings in it. At Madrasah Aliyah, students are taught about Islam more deeply than in other typical high schools. One example is in the Islamic Senior High School students will get Islamic lessons such as Fiqh, Al-Qur'an and Hadith, Islamic History, and so on which these subjects cannot be found in public or typical high schools. The other characteristics of Madrasah Aliyah / Islamic Senior High School are development and management based on worship to Allah SWT. Both in terms of an integrated curriculum, learning and teaching evaluation systems, worship practices, teacher-student relations, discipline, and management of human resources and financial resources.

## **1.2 Identification of the Problems**

Anxiety is natural and almost everyone has experienced it. According to Spielberg (2012), anxiety is a combination of feelings where there is fear, anxiety, nervousness, and tension sufferer, in learning English for EFL students themselves, anxiety also often arises both in students and teachers for various reasons. Moreover, in the current pandemic situation, which forces aspects of education in

Indonesia to change the learning system into emergency distance learning, teachers and students are forced to adapt to learning styles that are different from direct learning in the classroom. Of course, this also makes teachers and students feel anxious about continuing to learn English online. This also applies to Islamic high schools which impose emergency remote teaching in teaching and learning. Teachers and students in Islamic high schools are prone to experiencing anxiety when learning English online where there are many reasons why this can happen. Furthermore, an analysis was carried out regarding the extent to which the level of anxiety of teachers and students in Islamic high schools during the emergency distance learning period like now and how they would deal with anxiety had been carried out.

### **1.3 Research Limitation**

This study has two major limitations to avoid the exclusion concept in doing the research. This study is limited to:

1. The analysis of the anxiety of Islamic high school students in learning English during emergency remote teaching
2. The analysis of the anxiety of Islamic senior high school teachers in teaching English during the emergency remote teaching.

### **1.4 Research Problems**

Based on the background above, the research problem can be formulated as follows.

1. To what extent is the level of anxiety experienced by students in learning English for Foreign Learning during the emergency remote teaching at MAN 1 Jembrana?

2. To what extent is the level of anxiety experienced by English teachers in teaching English for Foreign Learning during the emergency remote teaching at MAN 1 Jembrana?
3. How do students at MAN 1 Jembrana overcome their anxiety when learning EFL during Emergency Remote Teaching?
4. How do teachers at MAN 1 Jembrana overcome their anxiety when learning EFL during Emergency Remote Teaching?

### **1.5 Research Objectives**

#### **1. General Objective**

In general, this study is aimed at investigating the anxiety of teachers and students in English lessons during emergency remote teaching, especially for MAN 1 Jembrana.

#### **2. Specific Objectives**

There are four specific objectives in this study, namely:

- a. To investigate MAN 1 Jembrana students' anxiety in learning English during emergency remote teaching.
- b. To investigate MAN 1 Jembrana teachers' anxiety in teaching English during emergency remote teaching.
- c. To find out and classify how the teachers reduce anxiety in learning English during remote teaching in MAN 1 Jembrana
- d. To find out and classify how the students reduce anxiety in learning English during remote teaching in MAN 1 Jembrana

### **1.6 Research Significances**

There is theoretical and practical significance in this research, i.e.:

#### **1. Theoretical Significance**



Theoretically, this research will be useful in English studies as the theoretical references, especially in educational technology, which explores the problems that happen in online learning, especially anxiety in English lessons for EFL during emergency remote teaching. This study is also significant for students and teachers.

## **2. Practical Significances**

The practical significances of this research are valuable for teachers, students, and other researchers such as:

### **1. For teachers**

The results of this study provide information, data, and an overview of the exploration of the English Teacher's anxiety during the Emergency Remote Learning while teaching about English for Foreign Learners in MAN 1 Jembrana. This study can also be a reference and guidance if other teachers want to see how the English teachers at MAN 1 Jembrana can reduce or even eliminate the anxiety that attacks them when emergency online learning is held.

### **2. For students**

The results of this study are expected to be able to provide information, data, and an overview of how anxiety befell students at MAN 1 Jembrana who are studying EFL during Emergency Remote Teaching so that later they understand the situation and with the help of the teacher, they can understand the big picture of how. How to deal with anxiety attacks in the same conditions.

### **3. For other researchers (college students)**

This study is aimed at other researchers as a reference, guide, and provider of data and information about the exploration about teachers' and students' anxiety in learning English during the emergency remote teaching in

Islamic senior high school called MAN 1 Jembrana in Negara, Bali. This study will also make a positive contribution as a comparison of the results of other studies that have been conducted.

In short, this study aims to find out the level of anxiety of teachers and students at MAN 1 Jembrana during emergency remote teaching (ERT). This study also aims to classify how teachers and students reduce their anxiety while learning English lessons during emergency remote teaching (ERT) as is happening now. This study has the benefit of being a theoretical reference especially in the field of educational technology. This research is also useful for teachers, students, and other researchers as material for obtaining references, information, data, guides, and descriptions related to exploring the anxiety experienced by teachers and students while learning English at MAN 1 Jembrana during emergency remote teaching (ERT).

