# CHAPTER I

# INTRODUCTION

This chapter presents background of study, Research question, object of the study, significance of the study, scope and limitation, and definition of the key terms.

## A.    Background of the Research

Anxiety is a normal thought in everyone, even anxiety that occurs almost every day, Anxiety is a feeling of tiredness or fear of a condition. Almost everyone has experienced it at any time and in some condition in their life. It can present itself or with other factors from a variety of emotional disorders including, overactivity of the brain, genetic factors, shyness, anxiety, lack of self-confidence, and lack of motivation. In fact, anxiety is a common condition that most students have.

Anxiety has the meaning of subjective feelings relating an arousal of automatic nervous system, such as tension, apprehension, nervousness, and worry (Spielberger, 1983 in Chen Yusi 2015). Lefrancios (1980) states that anxiety is an unpleasant emotional reaction characterized by fear, for example by threats, obstacles to personal desires and a feeling of pressure that appears in awareness. According to Atkinson (2001) anxiety is a feeling of displeasure, which is characterized by terms such as worry, concern, and fear which are sometimes experienced at different levels.

Meanwhile, according to Spielberger (1966), anxiety can be divided into two, namely State Anxiety and Trait Anxiety. State anxiety is a symptom of

anxiety that arises when a person is faced with a situation that is felt to be threatening, is temporary and is characterized by a threatening feeling, is temporary and is characterized by subjective feelings and certain pressures, nervousness and active central nervous system. Trait anxiety is anxiety that persists in a person and is a differentiator between one individual and another. Thus, it can be concluded that anxiety is an emotional state that makes you feel depressed in the face which is characterized by feelings of worry, concern and excessive fear in certain situations, but if the individual succeeds the signs of anxiety then this feeling can also be a motivator to do something.

Students who feel anxious will think that they are afraid of producing something and feel ashamed if they do mistake. When the teacher asks question to students, they will be so nervous and afraid if their answer is wrong. They are shy if they are wrong, the other students will laugh at them. Actually, they have idea in their mind but because they are anxious, they are just silent and do not give any comment or answer.

Students will experience anxiety when they do something that causes excessive worry, for example when they are called by the teacher to the office, reading aloud in front of the class, working on problems or in terms of learning, especially learning English. which is usually called language anxiety.

Learning English is the biggest drawback in learners because english lessons in schools are feared to be even less favoured by students. This kind of negative attitude arises because of the perception that english lessons are difficult lessons and impossible to understand. Many factors that cause English to be considered

difficult and frightening lessons include, low intellectual skills, low speech skills, voluntary social introversion, social alienation, communication anxiety, low social self-esteem, and cultural divergence in communication norms. Ravica rayani (2016) on the other hand, the experience of learning English with educators that may not be interesting makes students bored or even confusing educators. In fact, the role of educators is very important in the process of understanding and in the success of students.

Learning is a step in helping students into a learning process and they get from learning goals that match what they want. Teaching and Learning Activities is a process where teachers and students interact with each other that there will be reciprocal relationships that are affecting and influenced. The process of learning activities can be interpreted as an interaction between individuals and an environment in which an individual can improve his experience and knowledge. Aunurrahman (2013). In this case, students are required to be able to complete the skills of 4C including; Communication, Collaboration, Critical Thinking and problem solving and Creative and Innovative (Rozi & Hanum :2019). Therefore, there needs to be learning that can provide new experiences that are fun and more meaningful that will make learners can achieve the learning objectives applied.

Since 2020, the world has been shocked by an outbreak so deadly that it has a huge impact on various fields, one of the field is education that makes each Country has certain rules such as social distancing so that learning in schools becomes hampered and cannot be done directly or face- to-face. This makes

many schools implement remote learning because in addition to reducing the spread of the virus, learning must also be done so that students can continue to learn and receive lessons during the pandemic.

Remote learning is the government's effort in the system to improve education in education and to improve human resources. Remote learning is a learning pattern that is formulated and fostered by parents, families or in non-formal educational institutions. (Munir:2009). Remote learning is also commonly referred to as remote learning which is an act of learning using various learning resources through communication technology, information and other media. Remote learning is an educational process in which all or most of the learning carried out by one or more persons using technology as a liaison between teachers and students is through artificial media, either electronic or print. Remote learning usually uses various media such as E- learning, Google form, zoom meet, WhatsApp, Classroom, google suite for Education (Basori;2013).

Nowadays, remote learning often used by teacher to have learning. One of the medias to do remote learning is WhatsApp group. As we know that the WhatsApp group application is an application to communicate between friends to give/receive information, WhatsApp Groups can also be used for learning outside the classroom. Beside a teacher utilizes WhatsApp group as media to accept tasks in the form of documents, audio, photos or even audio visual (Muhammad Awin;2020) Teachers in MTs Sultan Agung Jabalsari especially English teachers use the WhatsApp application when doing remote learning to

avoid nervousness and facilitate students in learning. Some students sometimes feel afraid of the teacher when the teacher sees or asks about their assignment. They are afraid to make mistakes until anxiety fills them. Therefore, remote learning is a solution to avoid student anxiety so that students do not come face to face with the teacher. In addition, WhatsApp app-based of remote learning trains students to learn and doing test or answering questions individually without fear of teachers or friends.

The previous research was done by Desy (2018) this research talks about anxiety while speaking English. The results of the study which discusses the relaxation can minimize their anxiety. This study is different from previous studies the researcher explained. Other studies describe causes, and describe of strategy to reduce students' anxiety in speaking English.

The second previous is about how to manage students' anxiety was done by Sakinah (2017). This study focuses on the analysis how the teacher implement the strategy to manage the students' anxiety of speaking English at SMP Wachid Hasyim. The result of this study found that there are two kinds of strategies in order to manage students' anxiety of speaking English, those are physical and psychological strategy.

The next previous is related students' anxiety was done by Ainun Chamidah (2019) this research discussed about different anxiety of oral communication between female and male students' conversation. The result of this study stated that the different anxiety female students can be categorized with physiological and psychology characteristic. But male students can be categorized with

psychology characteristic only. Researcher also finds that there are 3 strategies used by teacher to overcome the students' anxiety, those give motivation, reward and special threat or force students to speak English.

The following previous study done by Dyah Ari (2019) this case study which focus on students' anxiety level in speaking. This research finding found that the majority of the students' anxiety level in speaking at General English class are in medium level. The speaking that commonly influence students' anxiety level is categorized into the fear negative evaluation. It mean that students of English Language Teacher education Department at UIN Sunan Ampel Surabaya are fear of negative evaluation from the teacher when speaking in front of the class.

The difference all previous study and my research will be in focusing the topic, for this topic just analysis in what the causes and what the strategy to minimize students' anxiety just in learning English but using different media this research using remote learning but in previous study doing learning with face-to-face.

Before conducting the study, the researchers first conducted a pre- survey to find out the early symptoms faced by the researcher object. Based on the results of the survey that has been done by researchers, it can be known that the level of students' anxiety in MTs Sultan Agung Jabalsari when learning English using a remote learning is very high.

Students must be able and understand themselves to overcome problems in learning, they need to take a personal approach in addition to an instructional

approach in various forms of possibility so that students can better understand themselves. Especially on the level of anxiety that greatly affects learning outcomes, especially in learning English. so the students are able to follow the learning without any excessive worry. Based on this background, the author is interested in researching the problem with the title "**An Analysis of Students' Anxiety in Learning English Remotely at MTs Sultan Agung Jabalsari**"

**B.   Statement of the Research Problem**

Based on the identification and limitation of the above problems, the author formulates the following problems

1.   What are the causes of the students' anxiety when learning English remotely?

2.   How do students cope with their learning anxiety?

**C.   Objective of study**

Related to the problems, this research has the objective below:

1.  To describe about the reasons for students' anxiety in learning English remotely at MTs Sultan Agung Jabalsari

2.  To find out what effort's students are making in overcoming the anxiety of learning English remotely at MTs Sultan Agung Jabalsari

**D.   Significance of study**

The significance to the following parties, parties:

a. For Teacher

Researchers hope that this research can help teachers in providing more motivation which can make students not feel worried when learning English

through remote learning.

   b.  For another research

   Hopefully, researcher can be useful as a reference to other researchers in conducting the same topic relate this research.

**E.  Scope and limitation**

   Remote learning is a learning that uses media as a learning tool such as google form, E-learning, zoom meeting WhatsApp group etc. This research limits on students' anxiety when doing remote learning, especially when learning English using WhatsApp media because WhatsApp is a smartphone application by using an internet connection for data communication in which it is biased to contain audio visual, audio picture  and message, where the users of this application are very familiar from various circles, both teenagers and adults, not only that WhatsApp application is also very influential on formal and non-formal education in Indonesia in this digital era already using this application every activity or outside school. So that students who use this application do not have much difficulty in following the remote learning provided by the teacher through WhatsApp group compared to other applications.

**F.  Definition of key term**

1.    Anxiety

   anxiety symptoms that arise when a person is faced with a situation that is perceived as threatening, characterized by feelings of worry, nervousness and excessive fear.

2.  Remote learning

Remote learning have mean distance learning. There is an institution-based formal education where students and teachers are placed separately so that it requires an interactive telecommunications system to connect the two and the various resources need