

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter present a review of related literature. It covers the concept of remote learning, objectives of remote learning, media of remote learning, definition of anxiety, types of anxiety, the causes and effect of students' anxiety and strategy to cope students' anxiety.

A. Remote learning

1. The Concept of Remote learning

The purpose of education is to optimize the ability of learners and help develop perfect abilities, intellectually, and emotionally. In reality, humans have the ability to develop almost infinitely. However, this potential is only exploited a small part. This is due to not understanding the proper methods and media to develop these abilities in an era of globalization, as nowadays many schools use remote learning as their learning method in order to be able to provide space for students to study independently at home. According to Sadikin (2020; 216) states that remote learning is a form of learning that utilizes technology, telecommunications and the internet. Remote learning is a mode of learning with certain characteristics which distinguish it from the campus-based mode of learning(Borje;1995:5). Remote learning is between teacher and students not face to face, which allows the student and teacher to be separated by long or short distances (Aggy;2010).

Meanwhile, according to Stewar, Keagen and Holmbeg (1990) cited by Munir

(2009), remote learning is a form of teaching and learning activity that has the characteristics of a mass distribution of tasks and materials, by applying and utilizing technology that can mass produce materials. so that it can be used simultaneously by students who live in different places.

From the conclusion above, it can be said that remote learning is learning that uses a medium that allows interaction between teachers and students.

2. The objectives of Remote learning

Remote learning allows learners to obtain education at all types, paths and levels independently by using a variety of learning resources with learning programs that suit their characteristics, needs, and conditions. Remote learning provides various learning patterns and programs in order to facilitate the community so that it can encourage innovation as a learning process with various learning resources.

Remote learning is expected to be able to overcome the problem of equal opportunity disparity, increase in quality, relevance and efficiency in the field of education caused by various obstacles such as distance, time and place (Munir; 2009). Learning objectives in his book Sugandi, et al (2000) quoted by Irfan (2017) is helping students to gain various experiences and with that experience the behavior in question includes knowledge, skills, and values or norms that function as controlling student attitudes and behavior. Learning objectives describe the ability or level of mastery that is expected to be achieved by students after they participate in a learning process.

Therefore, it can be concluded that the learning objectives provide

understanding to students and the intended understanding can be in the form of knowledge, experience, and application of existing values and norms so that changes in attitudes and behavior and increased knowledge in students occur.

3. Media of Remote learning

In remote learning, the media chosen must be easily accessed by teachers and students so that good communication is established and the goals set can be achieved even in different circumstances.

Remote learning usually uses various media such as E- learning, Google form, zoom meet, WhatsApp, Classroom, google suite for Education (Basori;2013). with this students have the flexibility to study time and the learning process can be done anywhere. Students can interact with the teacher by using various media, one of the media that is often used is WhatsApp group. According to Muhammad Awin (2020) said that WhatsApp is an instant messaging application that has a function almost the same as the SMS we usually use on old cellphones, but WhatsApp does not use credit but rather the internet so users need an internet connection to be able to connect online.

Afnbar (2020) states that using WhatsApp is easier to convey information and is more effective, therefore it is not surprising that teenagers or students currently prefer WhatsApp groups as their learning media, because of its easy use and affordable budget. According to Hoechsman and Poyntz (2012) WhatsApp group also has various functions such as sending messages, group chat, sharing photos, videos, and documents.

Therefore, it can be concluded that WhatsApp group is a medium for

socializing with each other and is carried out online which allows humans to interact with each other without being limited by space and time.

B. Anxiety

1.The Definition of Anxiety

Anxiety generally is define as one of psychological conditions that commonly emerged in the teaching and learning process. This is one of the psychological problem in learning a foreign language. According to Horwitz (1986) cited in Xu (2013), students' anxiety are defined as they who have nervousness, worry, subjective feeling of tension, the apprehension that those are associated with an arousal of automatic nervous system and also those are from a neurobiological perspective. Beside, Scovel (1978) cited Alawiyah (2009) reveals that anxiety is psychological problem that refers to a fear when the subject is indirectly associated with an object. To sum up, Fajkowska, M at all (2018) reveals that anxious people can be seen based on anxiety symptoms and their finding is classified anxiety into some symptoms, such as panic, worry, distress, startled, and confusion.

Furthermore, anxiety is well knows as foreign language anxiety has a significant role to influence learners when learning a foreign language. Brown (1994) cited by Alawiy (2009) state that language anxiety is defines as a negative feeling that plays as important role which is pointed as a feeling of frustration, uneasiness, self-doubt, apprehension or worry which those are done by English Foreign Language learners in learning foreign language. Meanwhile, Tsiplakides and Kerramid (2009) argue that feelings are divided into several contents, namely beliefs, self-perceptions, feelings and behaviors that affect the language learning

process.

Beside on those definition, it can be said that anxiety is feeling of worry, fear, panic, distress and even self-perception toward the behavior of learners when learning of foreign language especially English.

2. Types of anxiety

In foreign language class, it is believed that there is emergence of anxiety experienced by students. The anxiety is commonly knows as foreign language anxiety. Moreover, it has own the types, foreign language anxiety has classified by 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.

These two anxieties will interact with each other to determine the reactions that arise in individuals when individuals are faced with situations that give rise to anxiety.

3. The cause and effect of students' anxiety in learning English remotely

The causes of language anxiety in remote learning are from some sources especially student personal belief. The term of "causes" is defined as something that produces and effect and the factor as something that contribute to the production of an effect (Klarova:2016). Moreover, Dwi (2020) add that language anxiety in remote

learning can arise from six sources or factors among others are; deadline the task, difficult question, unfamiliar material, limited internet-based data and language test.

The descriptions of those factors can be seen as below:

a. Deadline the task

Getting a lot of assignments with disproportionate time can trigger student anxiety. According to Davidson (2001) in Purwati (2012) levels of anxiety include: monotonous situations, noise, too many tasks, making up, lack of control, dangerous and critical situations, not being appreciated, being ignored, losing opportunities, confusing rules, and task deadlines.

b. Difficult question

Most students will lose their confidence when faced with questions that they think are difficult for fear of getting unsatisfactory grades (Walgito 2002). In this case, fear anxiety always arises when faced with difficult questions.

c. Unfamiliar material

Teaching and learning material generally contain some points such as existence of unfamiliar topic, unfamiliar vocabulary, according to Hang (2006) one of difficult to comprehend the text is that students are lack with unfamiliar word or vocabulary. They no not know the meaning of the words. Furthermore, many students indicated that unfamiliar vocabulary elevated their anxiety because the strange words cause them to stop concentrating and thinking about its meaning (Hang:2006). In line with Hang, Prasetyowati (2019) reveals that unfamiliar vocabulary is main apprehension of the

students' anxiety.

The second branch of language material that can cause anxiety is unfamiliar topic in learning. Vogely quoted in Pan (2016) supports that the teacher is obligated to prepare the whole material for students in remote learning.

d. Limited internet-based data

Internet connection is quite a problem influential in the online learning process. Student feel anxious if it is difficult to follow the lesson online when you can't afford internet quota. In addition, unstable network conditions make students are afraid when there are various technical problems. The technical constraints in question include, among others, the task of who were not successfully sent, were late for class, to difficulty listening to the teacher's explanation with good. The difference in access to technology that each has students make some students have difficulty in follow learning smoothly (Morgan, 2020). These difficulties are increasingly felt for students who live in areas that do not have a network adequate internet (Hastini et al., 2020).

e. Language test

The test is an evaluation tool to test students about their understanding, but the test can also make students anxious. According to Spielberger (1979) a person's anxiety arises when someone assesses a situation and the situation is considered threatening in this case is a language test.

4. Strategy to cope students' anxiety in learning English remotely

Seeing how much anxiousness affects six of success strategy especially in

learning success, we need a method that can be applied by someone learning English to be able to overcome their anxiety.

In general case. According to Dwi (2020) the strategies used to cope students' anxiety in remote learning of English can be classified into five categories, among relaxation, preparation, open dictionary, skipping the difficult point, peer seeking.

a. Relaxation

This strategy involves tactics that aim reducing “somatic anxiety symptoms”. The students can do taking deep breath and trying to be calm down on the situation that they face. In addition, Cormier (1995) cited in Feby (2019) relaxation training has been used with clients who have sleep disturbance, headache, hypertension, test anxiety, speech anxiety, asthma, excessive drinking, hyperactivity, and problems with anger control. In line with Cormier (1995) Nursalim (2005) said that muscle relaxation aims to reduce tension and anxiety by relaxing the muscles of the body. In relaxation exercises muscles, the individual is asked to tense the muscles with a certain tension and then asked to relax it. Before relaxing, it is important to feel the tension is so that the individual can distinguish between tense muscles and the limp. According to Santoso (2001) Basically relaxation exercises is giving the body the opportunity to do homework before the work is taken over by one's rational and cognitive mind for the sake of an ego that cannot be controlled.

b. Preparation

Accept the fact that there is a choice solutions for students to reduce anxiety

in undergo online learning. Students try strengthen yourself to keep the spirit to do home learning activities. Students also pray to God to be given strength and smoothness in face various challenges while doing online learning activities. Spiritual abilities like accept the existing conditions and seek meaning from a problem can reduce the stress experienced by someone (Ahmad & Ambotang, 2020). Pray or worship is considered to be one of the efforts that can be done to solve physical and psychological problems experienced (Saifuddin, 2019)

c. Open dictionary

Information about the use of dictionaries among students to make it easier for them to know some meaning or meaning of a word. According to Marjohan (2014) the dictionary is very important in understanding the meaning or intent of a word. In line with Marjohan (2014) Dashtestani (2013) reveals that considering students' interest in the use of electronic dictionaries and their benefit for English learning, the use of electronic dictionary can improve students' motivation to learn English.

d. Skipping the difficult point

Avoiding something that makes someone anxious is one of the efforts that students make when they encounter a difficult problem. According to Zeidner (1998) explains that the behavioral aspects of test anxiety are behaviors that arise when students are faced with test/exam situations. Symptoms of behavioral aspects usually occur accompanied by physiological symptoms of test anxiety behaviors such as delaying, avoiding, and running away.

e. Peer seeking

In an effort to overcome the anxiety that experienced, students try to learn independently in order to understand the material well. Tasks what is given is also immediately carried out according to ability not to accumulate. other than that students also have discussions with the teacher and their friends to do assignments and study difficult material. Student independence indeed play a role in creating success online learning (Rusdiana & Nugroho, 2020).

According to the various opinions above, It can be concluded that relaxation, preparation, Open dictionary, skipping the difficult point, peer seeking is important as process of mental and physical liberation from various techniques thus resulting in a calmer state.

C. Previous Study

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, meanwhile the research tries to analyze student anxiety and the causes of student anxiety about learning English remotely. Therefore, this research needs to be observed in further discussion about students about anxiety when doing remote learning.

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. It is different from my research, my research focuses on analysis anxiety in learning English remotely and how the students do to minimize their anxiety using qualitative method.

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 difference between this research and my research will be in anxiety, this research tell about anxiety in speaking English and for my research tell about anxiety in learning English remotely and also analysis what the strategy to minimize their anxiety using interview with students' anxiety.

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 different for my research will be in media and focus of research, my research using remote leaning but for Dyah's research learning is done face-to-face, in my research focusing analysis in students' anxiety in learning English, but in Dyah's research focusing in anxiety in speaking English.