CHAPTER I

INTRODUCTION

In this chapter, the researcher presents six topics related to this study, including the context of the study, focus of the study, purpose of the study, significance of the study, scope and limitation of the study, and definition of key terms.

A. Context of The Study

Nowadays, corona virus disease 2019 (Covid-19) has spread very fast and to almost all countries, so the World Health Organization (WHO) declared this outbreak a global pandemic in March 2020 (BBC, 2020). All life sectors are affected. To break the chain of the spread of Covid-19, several institutions have implemented a new policy, namely working from home so that there are no services at the office. Even if there are services in the office, the number of employees and visiting is limited, and health protocols are strictly implemented. Several studies have found that the phenomenon of the Covid-19 pandemic has also had a major impact on the education sector (Rahardjo Pertiwi, 2020 . In the education sector, the government through the Ministry of Education and Culture in all countries has implemented a learning policy, namely learning from home. The learning from learning policy allows the teaching and learning process to continue even though teachers and students do not meet directly at school. Teachers can still deliver the teaching material, and students can still receive the lesson without leaving their

homes.

Language has an important role in human life. Language can be used in our everyday interactions. People will express their ideas, emotions, and desires by using language. In Indonesia, English is very important because English is not only used as a language of instruction in the business world but also in the world of education. According o Morrow (2011), learning English at school can benefit students if the purpose and method are appropriate for the students' age.can easily understand English if the instructions used by the teacher are concise.

Formally,English is taught in regular classes, face-to-face. However, since the Covid-19 outbreak, this strategy has changed. The pandemic makes people want to keep a distance. Even students are not allowed to attend classes to avoid the virus spread. In this situation, teaching and learning are conducted online. Learning from home is implemented with a distance learning system. A study conducted by Chun, Kern, and Smith (2016) summarizes that distance learning is an education system in which learners are separated from the educator and the learning process uses various resources through Information and Communication Technology (ICT). In the implementation, the distance learning system is applied through an online learningiapproach. In the Covid-19 pandemic condition, this learning method can be a solution so that the teaching and learning process can continue. The development of multimedia and technology information, as well as the use of the internet as a new technique of utilization, has been making radical changes in the

traditional teaching process (Wang et al. 2007). Teachers, students, and even parents are forced to adapt quickly to this method. Indeed, in the midst of a COVID19 pandemic situation like this, the online method is considered the most appropriate solution. Although schools are closed, the demands of the learning process can still be accomplished and reached.

One of the subjects taught online is English. It is one of the subjects in Indonesia which has to be learned by Indonesian students. because the international language is used by most people in the world. The function is not only as a medium to communicate between nations, but also more widely and important, as a language for science and technology. Students will get an advantage if they learn the language. Therefore, the Indonesian government instructed all schools to teach English, starting in elementary schools. Many schools introduce the language to kindergarten students.

Facts among the public actually show that this online distribution system creates several difficulties and problems. A study conducted by Ahmad (2016) found a phenomenon that EFL learning which requires a lot of practice for its application also experiences obstacles when the learning system is applied. In listening session, for instance, the ICT equipment used by teachers to train students who are in separate and distant places is often ineffective. Teachers are also unable to provide the best possible supervision to students when administering listening tests. In speaking courses with distance or online learning, students also find problems with imitating the way of speaking exemplified by their teacher, and the

teacher can not optimally train the students to speak.

Another problem is that some students' parents and students do not have computers or Android devices, as found in research conducted by Wahab and Iskandar (2020). Such a condition makes them difficult to face reality. On the one hand, there is a demand for the fulfillment of educational services for students, as mandated in the constitution. On the other hand, they are faced with a lack of supporting facilities. The problem is not only in the lack of learning equipment or facilities, but also in the absence of the internet quota. Providing internet quota requires a high cost. This difficulty is felt by students and parents from middle-class to lower-class economies. They do not have an adequate budget to provide the internet network. It doesn't stop there. Even though the internet is in their hands, students still face difficulty accessing the internet network because of the places they live.

The next problem is the supporting environment does not provide in conducting communication (Nurhayati, 2016). A research carried out by Nashruddin, Alam, and Tanasy (2020) confirms that some students live in re mote rural areas that are not covered by the internet. In addition, their cellular network is sometimes unstable, due to the geographical location which is quite far from the signal coverage. This is also a problem that occurs in many students who take online learning, so the implementation is less effective.

Another problem is the unpreparedness of teachers for online learning. The transition from conventional learning systems to online systems

occurred suddenly because the Covid-19 pandemic was not preceded by mature preparation. A number of teachers do not have ICT skills so they are unable to adapt the change, namely technology and information-based learning. Even though, it is inevitable for teachers to use technology to support their teaching. Especially during the Covid-19 pandemic, like or not, ready or not, ICT-based learning must be implemented so that the learning process can keep running. In essence, the teacher's role cannot be replaced by technology, however sophisticated it is. The use of technology in education is only to facilitate the teacher in transfer of knowledge, not on building the students' character. In line with what the education experts such as Cviko, McKenney, and Voogt (2014); Oomen-Early and Early (2015); and Turnage and Goodboy (2016) reveal that the technology cannot replace the teacher's position.

COVID-19 has had an impact on education in Indonesia. In the first four months of the pandemic emergency, COVID-19 education at all levels was carried out online. However, in this new normal period,, there are several schools who carry out learning look at it even if it's only three days in a week and keep watching health protocol. The process of switching from online to face-to-face seems to make students less enthusiastic about attending face-to-face learning because they feel comfortable learning online. If in the system online, they can learn while playing outside the house without getting a reprimand from the teacher, but in this face-to-face system, learning cannot be left behind. Kids get supervised straight by the teacher.

During the pandemic, children are still learning by observing protocol health. Reality on the ground shows that there are still children who don't go to school even though they already know that learning is carried out face-to-face face at school. In addition, the process of this transition makes children not yet ready if you receive a lot of material. Obviously, this has an impact on the visible children not paying attention to the lesson. In this case, the teacher must be able to establish closeness with students to find out their characteristics. By knowing the characteristics of children, teachers can design learning methods that are appropriate. Learning adaptation and innovation must be done by the teacher (Puspitasari, Rahayu, and Rohmatunnazilah, 2020). Teachers have to re-adapt to children by adjusting psychologically. However, the teacher must also innovate so that children are interested in following their learning. One form of teacher innovation is developing learning methods that are creative so that children's interests in learning to get back up. Lack of interest in learning this can be seen in English lessons. In the 2013 curriculum, English as a foreign language is included in local content subjects where in one week there is only one meet ing (Permendikbud 81A 2013).

Ariyanti studied "Psychological Factors Affecting EFL Students' Speaking Performance" in 2016. The research found that students are uncomfortable when doing their speaking because they are frightened of making mistakes, based on direct observation and interviews with Indonesian students in a speaking class. The fear of making mistakes, which

is linked to the students' lack of confidence in their ability to use English, leads them to frequently blend their speech with their mother tongue. Psychological barrierscan also be found in discussion sessions, when some students refuse to participate due to a fear of making mistakes, a lack of self-esteem, or a lack of confidence.

In conducting observations in class, the researcher found that psychological factors not only affect students during learning but also teachers. When the teacher cannot present the material properly, it will affect the failure of the teaching process in the classroom. It may be influenced by their mental health and psychology. Lack of confidence is a common psychological problem for students and teachers. Several factors can influence this phenomenon. Lack of readiness, lack of self-experience, and poor understanding of the material are examples that we often find in some teachers.

From this description, we can see various problems faced by students when learning English during the pandemic. And even when the government has allowed face-to-face schools, students and teachers still have problems that they have to face both in terms of learning methods, restrictions on students' entering and lesson hours that are a bit different from normal times. In the various problems above, this study aims to determine psychological problems in learning English during the COVID-19 pandemic in detail, where student psychology is very important to pay attention to during the COVID-19 pandemic.

B. Focus of The Study

This study focuses on the students' psychological problems in learning English in the pandemic of COVID 19. The writer formulates a research question as follows:

1. What are the students' psychological problems in learning English in the pandemic of COVID 19?

2. How do students solve their psychological problems in learning English in the pandemic of COVID 19?

C. Purpose of The Study

Based on the research question above, the purpose of this study are :

1. To analyze the students' psychological problems in learning english in the pandemic covid 19.

2. To know the students' solve there psychological problems in learning english in the pandemic covid 19.

D. Significance of The Study

1. Theoretical

The results of this study are expected to be input as well as library material for the next research related to themes and topics. In addition, it is hoped that it can increase knowledge about students' psychological problems in learning English in the pandemic context.

2. Practical

a. For the Teacher

The findings of this study are able to provide many benefits teacher. Theoretically, the teacher is able to know various kinds psychological problems with students' during the process of learning English in the pandemic. In practice, the teacher can analyze the psychological problems faced by students. Besides that the teacher is capable know what to do to solve students' learning psychological problems in the pandemic. Finally, the process of teaching and learning students is more effective.

b. For the Students

The findings of this study can also provide many benefits for students. Theoretically, students can already find out the psychological problems of learning English in the pandemic. In practical terms, they can overcome their difficulties with teacher guidance and their own motivation. Finally, they can be enthusiastic about language learning which is carried out in their respective homes.

c. For the Researcher

The findings of this study can help other researchers to obtain lots of information about students' psychological problems in learning English in the pandemic covid 19.

E. Scope and Limitation of The Study

The focus of this research is to analyze students' psychological

problems in learning English in the pandemic and how students' solve the psychological problems in learning English in the pandemic.

F. Definition of Key Terms

In order to avoid misunderstanding or misinterpretation in this study, the researcher describes the meaning of the main terms used as follows:.

1. Psychological Problems

   "Psychology" comes from the Greek word "psyche" which means soul and "logos" which means knowledge. Etymologically, psychology means the study of the soul, both of various symptoms, processes, and backgrounds. However, experts also differ on the meaning of psychology alone. Some argue that psychology is the science of the soul. But there are also those who argue that psychology is a science about human behavior. (Mahfud, 1992, p. 6)In learning during this pandemic, student psychology is very influential and causes students to find it difficult to learn. Students' psychological factors that can cause learning difficulties include generally low levels of intelligence, low aptitude for subjects, lack of interest in learning, low motivation, and poor mental health conditions.

2. Learning English

   Learning is a process that results in long-lasting behavioral change, which from practice or other forms of experience naturally produces a variety of behaviors in certain ways and in certain capacities (Schunk, 2012).Then, learning English in this study refers to the process by which English education is important to be taught in order to be able to

gain knowledge and English language skills. In the learning process during this pandemic, students are required to carry out learning from their respective homes. However, in this new normal era, the government has allowed schools to carry out face-to-face learning. Of course, by implementing strict health protocols and limiting the number of students who enter. This situation is very influential in all subjects, especially learning English. In learning English, the teacher takes a long time to explain the material to students. But in this new normal era, the time for each lesson is limited, so that teachers and students are not free to learn face-to-face. In addition, this transition process makes children not ready to receive a lot of material. This has an impact on children who seem not to pay attention to lessons

3. Covid 19

Coronavirus Disease (COVID-19) is a new type of virus that has never been identified in humans. Coronavirus is a zoonosis (can be transmitted between animals or humans) (Directorate General of Disease Prevention and Control, 2020:11).Covid-19 pandemic first appeared in the city of Wuhan, China at the end of December 2019 and began to plague in Indonesia in early March 2020. Covid-19 has had a large impact on the condition of education, including the level of academic higher education. The government's instructions to implement physical distancing for all sectors, make classrooms empty, campus deserted, because learning is changed to Distance Learning through the internet medium.