Chapter One

Introduction

In this chapter, the researcher discusses the reasons in conducting this study. This chapter contains background pf study, statements of the problems, limitation of the problem, research questions, objectives of the study, and significance of the research.

Background of the Research

Covid-19 or known as Corona Virus Disease has spread now world wide. WHO (*World Health Organization*) 2020 reports that Covid-19 is an infectious virus with high mortality rates and it is reported to be growing. Indonesia as the fourth most populational country in the world had expected to have a profound impact on the social order of the world caused by Covid-19 pandemic, including education field.

Recently, most of government around the world have set a new policy related to teaching and learning activities during the Covid-19 pandemic namely learning from home. Learning from home means all of the teaching and learning activities would be held as online learning. People in all around the world are now facing Covid-19 pandemic. In Indonesia, the growth of Covid-19 in 2020 was steadily increased. Therefore, the policy taken by the countries in the world, including Indonesia is to set off lockdown or restrictions on activity in public place, physical distancing, and self-isolation in order to prevent the spread of the virus.

The Covid-19 virus has a massive impact to all levels of education such as elementary school, junior high school, senior high school, and university. The teaching and learning process must be done online because most of the schools or institutions in the world are temporary closed. The burden of education does not only affect the school or the institutions, but the impacts are also experienced by the stakeholder itself, including the students, teachers, and also the parents.

A new government's policy about lockdown and physical distancing gave limits to people to do the normal activities such as working, teaching and learning in school because people have to do the activities at home. Chang and Yano (2020), as cited in Bhamani et al., (2020) revealed that the lockdown was an unprecedented challenge to the government where the learning activities should be continued. Thus, the teaching and learning process must be done in home settings. The Indonesian Minister of Education and Culture No. 3 of 2020 stated that in order to prevent the spread of Covid-19 virus in education sectors, all higher education in Indonesia have to switched from offline learning to online learning mode. Hence, the students are required to use their time at home by studying, discussing, doing assignment, and doing examination through media called e-learning platform (Rahmawati & Putri, 2020). From this regulation, both the students and teachers have to understand and be familiar about technology system. It might encourage students to be more discipline and get a sense of responsibility to autonomous learning by using technology.

Online learning is one of learning methods in which the activities of teaching and learning process conducted by using technology, including a

computer and the internet as the media. The teacher could use the media and facilitate teaching for students. Online learning provides the teacher and students to get more information unlimitedly to enrich their knowledge. In addition, online learning is able to facilitate the teaching and learning process like offline learning method by virtual video, although the teacher and the students have not met in person, they still able to meet virtually.

In past two decades, online learning has become one of the significant subjects in the field of education and it has continued to grow, especially in higher education (Allen & Seaman, 2017; Hernandez-Gantes, 2009 cited in Alibak et al., (2019). In terms of the technology in English language teaching, online learning has produced quite interest. According to Allen and Seaman (2017), online learning has increased of 20,1% in 2002 until 2015. Therefore, in this context, schools and teachers were using digital tool to ensure teaching and learning process could be continued (Williamson, 2020 as cited in Teras et al., 2020).

On the other hand, the implementation of online learning also give impact for students because sometimes they have problem in online learning, especially the students who are not familiar with technology. The previous reseach done by a researcher found that the students could also experience of language anxiety (Pichette, 2009; Russell, 2018 as cited in Russell, 2020). Therefore, it would become an obstacle for students to comprehend the lessons. Besides, one of the most popular ideas in the teaching and learning process in all of the school level is the implementation of online learning as the alternative, so that the educational activities still could run. On the other hand, Singh and Thurman (2019) as cited in

Dhawan, (2020) said that through the online learning, students are able to learn independently, interact with the instructors and other students.

Besides, the implementation of online learning also influenced students' mind. The students might have negative feelings related to the online learning especially the students who do not familiar with technology (Russel, 2020). Additionally, there are also some obstacles for the students to get their concern while online learning takes place. The main problem in doing online learning is make the students suffer an anxiety.

Anxiety is one of the emotional disorders, it also known as spiritual abnormalities. Anxiety is defined as a spiritual state with fear which produced when a person is unable to achieve their expected aims or overcome the threat of obstacles. In this context, the students might suffer of anxiety related to the using new educational technologies and the new learning situation in their home (Russel, 2020). The implementation of online learning has created concern, confusion, and anxiety among the college students. In addition, anxiety happened because the students are worried about some problems such as the limitation of the internet network, unsupportive environment, cost of quota internet, lack of concentration because of the environment, and something that happen unpredictably (Harianto et al., 2020). Furthermore, feeling anxiety gives a bad pain for students. Most of student spent a lot of time for their worries, such as they wait the online examination in fear because sometimes the material could not be opened or could not be downloaded from the class site (Clair, 2015).

Based on the information known by the researcher, one English Language Education Department of a private university in Yogyakarta has been implementing online learning. Presently, there are 25 subjects taught online during the pandemic for about eight months ago in which most of the classroom meetings were conducted online by giving a task or conduct online meeting through video conference application.

In this research, the researcher investigated the students' anxiety in online learning in times of Covid-19 pandemic. This research is the first research done because in this context, this focus has not been studied yet. Besides, this study might help students to handle the online learning better in terms of anxious feeling.

Identification of the Problem

The students of the English Language Education Department have been doing online learning at home. There are numerous problems found in the implementation of online learning. First, what actually the students feel by joining the online learning. In times of pandemic, conducting the online learning is very important because it plays as substitute of offline learning. Therefore, the students have to complete the learning whether they like or dislike. Second, the students' anxiety while they do the online learning is also a problem. Third, what usually the students do when they feel anxious. To reduce the anxiety, students should understand the nature of students' anxiety in online learning.

In addition, when online learning taking place, some students might also have another problem caused by several things. First, students feel afraid when

the lecturer asked them or they were being afraid of appointed by the lecturer to give their opinion but they could not answer. Second, students have many excuses teachers asked them to give their opinion in online class. Third, students concern with their understanding whether it was appropriate or not with lecturer explanation. Lastly, they do not want to show their face during the online learning and they might also getting anxious because of the internet network or the environment that was not support to conducted the online learning. Therefore, the researcher aims to find out the factors triggers students' anxiety and the strategies to overcome the students' anxiety about online learning during Covid-19 pandemic.

Delimitation of the Problem

The focus of the research is on the students' anxiety in doing online learning during the Covid-19 pandemic. Hence, the researcher limits the problem and discusses more detail about two points. First, this research focuses on finding out the factors causing students' anxiety in online learning. Also, this research aims to investigate the strategies to reduce students' anxiety in doing online learning during this pandemic. The study was conducted at English Language Education Department of a private university in Yogyakarta.

Research Questions

Based on description above about Students' Anxiety on Online Learning in Times of COVID-19, the researcher would like to formulate some problems. The research questions are formulated as follows:

1. What are the factors which trigger students' anxiety in doing do online learning in times of Covid-19?

2. What are the students' strategies to overcome their anxiety in online learning in times of COVID-19?

Objectives of the Research

Based on the research questions above, this research aims to investigate:

1. To know the factors causing students' anxiety in online learning in times of Covid-19.

2. To know the students' strategies to solve their anxiety in online learning in times Covid-19.

Significances of the Research

This research aims to find out the factors causing students' anxiety in doing online learning and also to discover the strategies to solve students' anxiety in doing online learning during Covid-19 pandemic. The significance of this study is addressed to students, teachers, schools, and future researchers. The explanation is presented below:

Students. Through this research, the students can know the causes of anxiety in doing the online learning and it might help the students recognize their weakness and strengths in online learning. So, the students will be able to reduce the bad odds in online learning as well. Thus, it might be helpful for students to gain their goals in the lessons.

Teachers. This research will be very helpful for teachers, especially if they want to know students' concern with online learning. Through this research,

teachers are able to discover the students' problem while they do online learning. Also, by knowing the information, the teacher can find out the way on how to minimize students' anxiety by reflecting the triggers of anxiety and the strategies obtained in this research.

School. Through this research the school can know the factors which trigger anxiety and strategies that students used to cope anxiety in online learning. Besides, it also could support the school to develop teaching and learning by observing the students' anxiety as evaluation in order to make the online learning more effective. Therefore, both the teacher and students could do the online learning better.

Future researchers. The outcome of the research will be beneficial for the future researchers. The future researchers can get other information from the finding of the research and it can become a source for related topic. Besides, this research might be one of the basic of new theory about students' anxiety in online learning during the pandemic.

The Outline of the Research

This research consist of five chapters. Chapter one is about introduction or background of the research and it also provides the statements of the problems, delimitation of the problem, research questions, objectives of the research and the significances of the research. Chapter two contains literature of the research. This chapter is devided into two parts which are the theories related to the research and previous research. Futhermore, there are seven subtopics reviewed by the researcher such as Covid-19 in Indonesia, online learning, tools in online learning,

the implementation of online learning in times of Covid-19, anxiety, factors causing anxiety in online learning, and students strategies to overcome the anxiety in online learning. Chapter three focuses on the research methods. It consists of design of the research, research setting, research participant, instruments of the study, data collection procedure, and data analysis. Chapter four presents the finding and discussion. Lastly, chapter five contains conclusion and recommendations.