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EXPLORING ANXIETY IN LEARNING ENGLISH DURING THE EMERGENCY REMOTE TEACHING IN ISLAMIC SENIOR HIGH SCHOOL

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Abstrak

Penelitian ini bertujuan untuk mengetahui tingkat kecemasan siswa dan guru SMA islami serta cara mereka dalam mengurangi kecemasan dalam pembelajaran bahasa Inggris selama pengajaran jarak jauh darurat. Metode penelitian campuran menggunakan kuesioner dan panduan wawancara untuk memperoleh data. Peserta penelitian ini adalah 126 siswa dan empat guru bahasa Inggris di MAN 1 Jembrana. Hasil kuesioner menunjukkan skor rata-rata kecemasan siswa adalah 3,25 yang termasuk dalam kategori kecemasan sedang. Sedangkan hasil skor rata-rata kecemasan pada empat guru bahasa Inggris yang telah disebar menunjukkan skor 1,8 dan termasuk pada kategori kecemasan rendah. Selanjutnya, hasil panduan wawancara terstruktur menunjukkan bahwa siswa merasakan cemas ringan pada pembelajaran bahasa Inggris selama *emergency remote teaching* sedangkan guru merasa cenderung tenang dan percaya diri.

Keywords

Anxiety; English;
Emergency Remote
Teaching

Abstract

This study focuses on knowing the level of anxiety of Islamic high school students and teachers and how they reduce anxiety in learning English during emergency remote teaching. Mixed methods were used with questionnaires and interview guides to obtain data. The participants of this study were 126 students and four English teachers at MAN 1 Jembrana. The results of the questionnaire showed the mean score of students' anxiety was 3,25 which was included in the category of moderate anxiety. Meanwhile, the mean score of the four English teachers who have been distributed shows a score of 1,8 and is included in the category of low anxiety. Furthermore, the results of the structured guide interviews showed that students felt mild anxiety in learning English during emergency distance teaching, while teachers felt relaxed and confident.

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INTRODUCTION

Anxiety is one of the things that can hinder a person from achieving their goals. According to Spielberger (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. 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).

Carlson and Buskist (1997) as cited in Abdillah (2018) states that anxiety is an expression of the many fears of a misfortune imagined by future minds accompanied by a reaction from the body such as a heartbeat that beats tighter, nausea in the abdomen and sweaty palms.

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. Oruç and Demirci (2020) states that language anxiety, especially in foreign languages or EFL, is a special type of anxiety that students usually experience in talking to teachers and their peers using foreign languages. Bhatti and Memon (2016) states that in Pakistan itself, the majority of students admit that they fail in learning a foreign language due to their inability to speak the foreign language and ultimately produce anxiety, doubt, and fear of being judged as someone stupid in a foreign language which impacted on the inhibition of their learning in foreign languages.

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. 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.

According to Kondo and Yin-Ling (2004), there are ways to overcome tension and anxiety

in learning English, and this strategy has several steps: the first one requires preparation in controlling what is considered to be a threat to students during the learning process. The second is to relax the class atmosphere before starting the lesson with some examples such as taking a deep breath or telling stories before learning. The third is to spread positive thinking feelings to class residents, such as inviting them to imagine that everything will be fine. Fourth is Peer Seeking where students can see and help their friends who seem to need moral support and anxiety in undergoing lessons. The fifth or the last is resignation, which is a way to do anything to avoid the anxiety that he faces in learning such as giving up or sleeping in class, this fifth strategy is used if students want to minimize the impact of anxiety in language learning.

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.

Bozkurt and Sharma (2020) explained that online learning and emergency remote teaching did look similar. But actually, this is a different matter. Emergency remote teaching occurred because there was an emergency that prevented offline learning. Meanwhile, the definition of online learning itself is still not in the context of a disaster that hinders the offline teaching and learning process.

Choi et al. (2019) state that one of the factors that cause students to be anxious 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 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 behaviour to practice speaking in front of the class. A study conducted by Akkakoson (2016) in Thailand showed that students felt anxious when speaking English due to three things, including test anxiety, communication anxiety, and the last one was anxiety about being evaluated negatively.

Abdillah (2018) also conducted research related to anxiety that occurs in students. His research shows that there are at least seven factors that cause students to feel anxious in speaking English, including the practice of speaking in front of the class, anxiety about being laughed at by others, feedback that is not understood which confuses students, lack of preparation and weak student confidence, and also factors environment.

A study conducted by Wu (2011) explained the relationship between Language Anxiety and Reading Anxiety. From the research it can be concluded that students who experience language anxiety tend to be more likely to be reading anxiety. This means that if a student feels doubtful and nervous about his good English skills in any field, then the student tends to show an anxious attitude also in reading English texts. Argaman and Abu-Rabia (2002) conducted a study on anxiety in reading which showed a result where a significant relationship was found between language anxiety and English reading ability.

In connection with the three things above, research on anxiety conducted by Agustiana, (2019) in the scope of listening to English found several facts. Students showed that they actually have a strong effort to understand listening but students are still anxious in the learning process. Even so, students do not give up on their anxiety but keep trying to improve their listening ability even though they feel anxious in learning activities.

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 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, Jembrana, and Bali.

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. 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.

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, Quizzes, 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.

Anxiety is natural and almost everyone has experienced it. According to Spielberger (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.

This study has two major limitations to avoid the exclusion concept in doing the research. This study is limited to the analysis of the anxiety of Islamic high school students and teachers in learning and teaching English during emergency remote teaching. Based on the background above, the research problem can be formulated as follows. First, to what extent is the level of anxiety experienced by students and teachers in learning and teaching English for Foreign Learning during the emergency remote teaching at MAN 1 Jembrana? Second, is how do students and teachers at MAN 1 Jembrana overcome their anxiety when learning and teaching EFL during Emergency Remote Teaching?.

METHOD

To find out the results of the research to be carried out, the author employed a mixed-method research design with an explanatory design. The mixed-method is a way to get valid results about research conducted by combining two research designs, namely qualitative and quantitative. Creswell and Tashakkori (2007) explain that when viewed from a method perspective, mixed methods have an objective in the process and results using qualitative and quantitative methods.

Explanatory designs according to Morse (1991) as cited in Clark et al. (2008) is a design mix method that seeks qualitative data to clarify and complete the results of quantitative findings. So it can be clarified that to do this type of design, the researcher first conducts quantitative research in the form of a survey or something else, after the quantitative data is obtained, mixing is carried out where the quantitative data

are investigated to seek further clarification or sorting the participants. After this happens, qualitative is done. The qualitative analysis here is as an explanation, as an addition to the concreteness of the data, and as a follow-up of the quantitative data that has been obtained.

This research was conducted at MAN 1 Jembrana, Negara, Jembrana, Bali from January to November 2021. Madrasah Aliyah Negeri 1 Jembrana is a school that is equivalent to a Senior High School but MAN 1 Jembrana is a religion-based school, just like other Madrasah Aliyah. MAN 1 Jembrana also has a “Negeri” status and has become one of the favorite and superior schools in and outside the Jembrana district. Students at MAN 1 Jembrana do not only come from Jembrana district, but some are from outside the district and some even come from outside the province such as from Java, etc. When a pandemic called COVID19 occurred, MAN 1 Jembrana also implemented emergency remote teaching and learning which required students and teachers to study from home.

The population of this research is Madrasah Aliyah Negeri 1 Jembrana. This school was determined to be a population due to the lack of research on anxiety in English lessons during emergency remote teaching. The researcher also wanted to seek the level of anxiety of students and English teachers in emergency remote teaching-learning. The sample used in this study were twelfth-grade students and several English teachers at MAN 1 Jembrana.

The subjects of this study were four English teachers where there was one male English teacher and three female English teachers. Alongside, the researcher also studied 126 12th grade students at MAN 1 Jembrana. This study focuses on the anxiety levels suffered by teachers and students during the English lessons in the emergency remote teaching period during the Covid-19 pandemic. Subjects were given a questionnaire about anxiety during learning English in this emergency remote teaching. The author will later get the data after the students and teachers answer the questionnaire about the anxiety that has been given regarding learning English during emergency remote teaching using the *Google Form* media. After getting the data from the questionnaire results, the researcher then gave qualitative interviews to teachers and students to get a more valid and coherent description of the research subjects so that the quantitative and qualitative research results were

correct and the expected interpretation was obtained.

There are two objects of this research. First, anxiety level from teachers and 12th-grade students at MAN 1 Jembrana. Second, their way in reducing anxiety. There are two instruments that the author uses in collecting data for this research. Both are questionnaires and interview guides. The type of survey questionnaire that the researcher used is FLCAS or the Foreign Language Classroom Anxiety Scale originally from Horwitz et al. (1986) with some adaptations by researcher according to the research objectives in the field. This FLCAS questionnaire was adapted and modified by researchers to adjust the conditions and situations in the field and also carried out expert judges and validation tests with three methods, content validity, empirical validity, and reliability.

After compiling two questionnaires for students and English teachers at MAN 1 Jembrana in examining their anxiety in English lessons during emergency remote teaching, then expert judges were conducted on the two questionnaires which can be seen in appendix 3 and appendix 4. The two questionnaires were also validated using three methods, namely content validity, empirical validity, and reliability. Two judges will validate the questionnaires using the Gregory formula with the following formula:

$$\text{Content Validity} = D/(A+B+C+D) \quad (1)$$

Details:

A = not relevant items according to two judges.
B and C = relevant items according to one of the judges

D = relevant items according to two judges

After the judgments, it can be concluded that the content validity of the questionnaires for students and teachers was 1 and it can be categorized as very high validity (see Table 1).

Table 1. The Criteria of The Content Validity Based on Gregory Formula

No	Score	Description
1	0.8 – 1	Very high validity
2	0.6 – 0.79	High validity
3	0.40 – 0.59	Average validity
4	0.20 – 0.39	Low validity
5	0.00 – 0.19	Very low validity

The second validity method is empirical validity. Empirical validity was carried out after the questionnaire was tested in seven classes and two English teachers at MAN 1 Jembrana as the subject of the Islamic school to be studied. Anthoine et al. (2014) confirmed that to find a sample to test the validity and reliability of the good is in the range of 150-1000 participants. In this study, the try-out involved 170 students from 5 different classes and two English teachers in total. Purposive sampling was used to select English teachers. These teachers were actively teaching at MAN 1 Jembrana during emergency remote teaching, had more than ten years of teaching experience, and were willing to participate in this research. In the future, the teachers and students who have answered the questions in the try-out questionnaire will no longer need to participate in answering the questions in the actual questionnaire. Questionnaires were created from *Google Forms* and have been distributed online via *WhatsApp* personally to teachers and through class representatives to their respective class groups. Pearson Product Moment has been used to measure the empirical validity of the questionnaires that have been distributed. Researchers use a formula as quoted from Sugiyono (2007) see Table 2.

From the results of the analysis above, from a total of 30 items, six invalid items were below 0.159 and these six items failed to measure students' anxiety levels. Thus, twenty-four items can be used to measure the level of students' anxiety in learning English during emergency remote teaching at MAN 1 Jembrana. Based on the results of the analysis above, it can be concluded that 9 items are not valid from the teacher's questionnaire. Therefore, 18 items can be used to measure the level of teacher anxiety in teaching English during emergency distance teaching at MAN 1 Jembrana.

Instrument reliability is the last method used to determine the reliability of the questionnaire. The Cronbach Alpha formula quoted from Sugiyono (2007), is as follows:

$$r_i = \frac{k}{(k-1)} \left\{ 1 - \frac{\sum S_i^2}{S_t^2} \right\} \quad (2)$$

Where:

- r_i = reliability of instrument
- k = mean squared among subject
- $\sum S_i^2$ = mean squared error
- S_t^2 = total variation

Table 2. The Category of The Instrument Reliability Based on Sugiyono (2007)

No	Score	Description
1	0.00 – 0.199	= very low
2	0.20 – 0.399	= low
3	0.40 – 0.599	= average
4	0.60 – 0.799	= high
5	0.80 – 1.000	= very high

The 25th version of SPSS, especially the Scale Reliability Analysis, was used to analyze the reliability of the questionnaire. Based on the analysis, it can be concluded that the student questionnaire has very high reliability with a Cronbach's Alpha score of 0.837. Thus, it can be concluded that the final questionnaire highly recommended being used as an instrument to measure students' anxiety level in learning English during emergency remote teaching at Islamic high schools. On the other hand, based on the analysis, it can be concluded that the teachers' questionnaire has very high reliability with a Cronbach's Alpha score of 0.884. Thus, it can be concluded that the final questionnaire highly recommended being used as an instrument to measure teachers' anxiety level in teaching English during emergency remote teaching at Islamic high schools.

After the expert judge and validation were carried out, then the questionnaire was translated into Indonesian so that the correspondent was able to understand each question well so that the researcher would get maximum and targeted data later. The second instrument is an interview guide, according to Bolderston (2012), to obtain qualitative research results, researchers can conduct face-to-face or partner interviews with informants. Earlier, the researcher had to formulate questions related to the topics to be discussed with the informants in the form of interview guidelines. Researchers also have to prepare several questions related to the topic that will be shared with informants to get their opinions and views on a phenomenon. There were six basic questions that the researcher asked in the interview session with teachers and students regarding anxiety during learning English during ERT. These six questions were adapted to the context and objectives of the current researcher, where the original interview guide belongs to Subekti (2018) interview questions in his research.

RESULTS

There are four parts of the results of the analysis and data collection that the researchers did. The first part is the results of quantitative data taken from students through a general questionnaire and based on three components, namely communication apprehension, test anxiety, and fear of negative evaluation. In the second part, the researcher describes quantitative data taken from English teachers through a general questionnaire and then proceeds with the results of a questionnaire with the same three components. The third part describes the results of qualitative data that the researcher obtained when interviewing students with the highest and lowest anxiety scores. The fourth section presents qualitative data from interviews conducted with English teachers.

This research was conducted by giving a questionnaire to the 12th-grade students of MAN 1 Jembrana which contained 24 questions. 126 students from four different classes filled out this questionnaire. In general, the anxiety level of grade 12 students of MAN 1 Jembrana is at a moderate level because the total mean based on the SPSS analysis is 78.06. If divided by the number of questions totaling 24, then the general anxiety score of students is 3.25.

In general, the results of the questionnaire showed in Table 3 that 6% or 7 students felt relaxed, 49 students or 39% students felt mild anxiety, 35% or 44 students felt anxious, 22 students or 17% students felt moderately anxious, four students or 3% of grade 12 students who feel very relaxed in learning English during a distance learning emergency. It can be concluded that most of the 12th-grade students at MAN 1 Jembrana feel a little anxious in learning English during emergency distance teaching.

Table 3. Frequency of Students' Anxiety Level in Learning English during Emergency Remote Teaching (in General)

No	Level	Frequency	Relative Frequency
1	Very relaxed	4	3%
2	Relaxed	7	6%
3	Mildly anxious	49	39%
4	Anxious	44	35%
5	Very anxious	22	17%

Table 4. Frequency and Relative Frequency of Each Component of Students' Anxiety Level

No.	Level	Frequency			Relative Frequency		
		CA	TA	FNE	CA	TA	FNE
1	Very relaxed	4	4	8	3%	3%	6%
2	Relaxed	3	9	21	2%	7%	17%
3	Mildly anxious	41	41	50	33%	33%	40%
4	Anxious	47	44	34	37%	35%	27%
5	Very anxious	31	28	13	25%	22%	10%

Based on the percentage and frequency distribution in [Table 4](#), particularly in the aspect of communication apprehension, 47 students or as many as 37% of students feel anxious. Moreover, when surveyed from the aspect of test anxiety, it is known that 47 students or as many as 37% feel anxious. While in the aspect of fear of negative assessment, 50 students or as many as 40% of students feel mild anxiety when they will get a negative evaluation from the teacher.

A total of four English teachers who teach at MAN 1 Jembrana have filled out a questionnaire to measure their level of anxiety during emergency distance teaching. Based on SPSS, it is known that the average teacher anxiety score is 32.50. And the researcher has divided the average result by the number of questions and produces a score of 1.8. As a result, the anxiety scores of English teachers in teaching English during emergency distance teaching were at a low level (see [Table 5](#)).

Table 5. Frequency of Teachers' Anxiety Level in Teaching English during Emergency Remote Teaching (in General)

No.	Level	Frequency	Relative Frequency
1	Very relaxed	2	50%
2	Relaxed	2	50%
3	Mildly anxious	0	0%
4	Anxious	0	0%
5	Very anxious	0	0%

In general out of the four teachers, two out of four teachers felt very relaxed while the other

two felt relaxed in teaching English during emergency remote teaching. Of the four teachers, none of the teachers felt the least bit anxious, anxious, or very anxious about teaching English during emergency remote teaching. It can be concluded that the English teacher at MAN 1 Jembrana felt confident and enjoyed teaching English during the pandemic where emergency remote teaching was implemented.

Based on the percentage and frequency distribution, it shows that the results on the communication apprehension aspect are that two teachers or 50% feel very relaxed, two teachers or 50% feel just relaxed. Based on the test anxiety, it shows that there are two teachers or 50% feel very relaxed, one teacher or 25% feel relaxed, and 25% or one of the teachers felt mildly anxious. And for the last, based on fear of negative evaluation aspect, it shows that there are three teachers or 75% feel very relaxed, one teacher or 25% feel relax. The conclusion that can be drawn from these three aspects is that most teachers feel confident and enjoy teaching English during emergency remote teaching when viewed from these three aspects. It's just that there is one teacher who is a bit worried about the exam anxiety aspect. None of the teachers felt anxious or very anxious about teaching English during this ERT period.

Furthermore, students' anxiety in learning English during emergency distance learning was explained with information obtained from interviews based on each component. Interviews were conducted with 10 grade 12 students of MAN 1 Jembrana. 5 students are students with the highest anxiety scores and 5 other students have the lowest anxiety scores (see [Table 6](#)).

Table 6. Frequency and Relative Frequency of Each Component of Teachers' Anxiety Level

No.	Level	Frequency			Relative Frequency		
		CA	TA	FNE	CA	TA	FNE
1	Very relaxed	2	2	3	50%	50%	75%
2	Relaxed	2	1	1	50%	25%	25%
3	Mildly anxious	0	1	0	0%	25%	0%
4	Anxious	0	0	0	0%	0%	0%
5	Very anxious	0	0	0	0%	0%	0%

The interview guide was used as a guide in conducting interviews which were developed based on the same components as the questionnaire.

Based on interviews, students with high anxiety scores tend to be afraid and anxious if learning is held using Zoom or Gmeet, this is due to a lack of confidence. In addition, the provision of material in the form of videos and without further explanation from the teacher, or explanations using full English makes students lazier and not interested in English. On the other hand, students with low anxiety scores seem to prefer learning to use Zoom and Gmeet because they find it more fun than just being given assignments and materials through videos. Students with low anxiety also seem to experience less anxiety if given a task without further instruction. However, the anxiety of students with low anxiety scores did not last long, because after trying to follow the flow of the lesson, they finally calmed down and enjoyed learning English.

In the aspect of test anxiety, students with high and low anxiety scores feel anxious if an online test will be held. Students with high anxiety scores will tend to have avoidant behaviour, they will try to avoid tasks or tests given to relieve their anxiety. As for students with low anxiety scores even though they feel anxious, they still try to overcome their anxiety by rereading the material they do not understand and seeking help and guidance from Google. Students with low anxiety levels also try to listen to songs or take a nap while doing assignments so they don't feel deep anxiety.

Interviews about the fear of negative evaluation aspects showed that, firstly, students with high levels of anxiety tend to dislike online learning because they feel bored with giving material by watching videos on YouTube and then proceeding with giving assignments. They fear that they will not be able to follow this learning path and in the end, fear that their grades will drop and they will be negatively judged for it. Meanwhile, students with low levels of anxiety feel that online learning is a good opportunity for them to improve their grades because the given assignments can be searched for help and answers via Google, this makes them confident and not worried about negative evaluations from the teacher.

Four English teachers were instructed to fill out a questionnaire and then undergo interviews. Based on the general questionnaire results, none

of the teachers felt anxious and always felt confident in teaching English during emergency remote teaching. An interview guide with the same three components as the student interview guide was used to interview teachers.

In the aspect of communication apprehension, the teacher seems to feel anxious when students do not follow the course of the lesson for no apparent reason. The teachers are a little worried about the situation where the students do not follow the course of online learning as they should. Either because of truancy, not having a quota or limited teaching hours with few students attending, or submitting assignments.

In the component of test anxiety, each teacher's response is different in overcoming his anxiety in giving lessons or assignments, but what is certain is that the teacher tries his best to motivate himself so as not to worry and prepare the material. The teacher has a pattern to overcome his anxiety, the teacher will try to make/find material on youtube that is easy for students and as interesting as possible, then the teacher will give it to students. By convincing and motivating themselves continuously and supervising the material given, the teacher can see student responses. If it is felt that students do not understand the material that the teacher has prepared, a Zoom Meeting will be held to evaluate what students do not understand and immediately teach the material. Although the teachers were wary of giving assignments or online learning, the teachers were not too worried and were able to get through it.

In the fear of negative evaluation component, teachers find it difficult at first to manage how new learning is now, and it takes time to adapt, either adapting to the material, adapting to learning media, or student attitudes that flow between offline and online learning. But over time the teachers were able to overcome it and they were no longer worried.

In conclusion, teachers at MAN 1 Jembrana have difficulty teaching English during emergency remote teaching because of the difficulty of conditioning children to be present during learning, learning methods are difficult to design due to differences in teaching methods compared to offline, students who have difficulty understanding the material and often skip class, none feedback from all students on lessons delivered, many students not attending Zoom meetings and turning in assignments, and much more.

DISCUSSION

This study aimed to examine the anxiety of students and teachers in learning and teaching English during emergency remote teaching at MAN 1 Jembrana. In general, students feel they do not enjoy learning English during emergency remote teaching but they also do not avoid this lesson. Alnahidh and Altalhab (2020) also found that in their study, students' anxiety was also at a moderate level. On the other hand, teachers seem confident and calm in carrying out their duties as teachers even though they are online. Kobul and Saraçoğlu (2020) also found in their research that the teacher's anxiety level was at a moderately low level which could mean that the teacher did not feel anxious in teaching English.

In the aspect of communication apprehension, students feel quite afraid and at the same time enjoy the learning process. Neman and Ganap (2018) also found in his research wherein the aspect of communication apprehension students are at a moderate level of anxiety. Unlike the case with students, teachers do not feel anxious in this aspect. This finding is in line with the study of Kobul and Saraçoğlu (2020) where they found the teacher's anxiety score was at a moderate low level with a score of 2.42.

In the component anxiety test, students feel anxious when carrying out an English test or assignment but they also enjoy it. The study from Neman and Ganap (2018) also shows the results where in the aspect of test anxiety, students are at a moderate level of anxiety while the teacher feels calm in giving tests to students and does not feel anxious at all. Aydin and Uştuk (2020) also stated in their study that teachers' anxiety was at a low level.

In the aspect of fear of negative evaluation, students seem to feel mild anxiety where they are worried that they will get negative evaluations from friends and teachers but they do not avoid it. This is in line with the study of Neman and Ganap (2018) where students are a little anxious and even reach anxiety in the aspect of fear of negative evaluation.

Furthermore, in the communication apprehension aspect, in the interviews, students with high anxiety scores felt somewhat anxious if online learning was carried out through *Zoom* or *Gmeet* media due to a lack of confidence from the students. Agung and Surtikanti (2020) stated that students prefer learning using *WhatsApp*

rather than *Zoom*. They also seem to have difficulty and anxiety in understanding the material given by the teacher without any further explanation. This is in line with the study conducted by Nartiningrum and Nugroho (2020) wherein the study found that the problem experienced by students was the lack of interaction in terms of providing feedback and this seemed to make it difficult for students to understand the material given by the teacher. However, although students are anxious, they seem to be able to overcome their anxiety as soon as they try and understand the material being studied. This is in line with research from Pasaribu and Dewi (2021) where according to their research students can reduce anxiety during sudden changes in situations.

According to teachers, many students often skip classes, do not have quotas to attend lessons, *Zoom*'s study time is limited with only a few students attending and submitting assignments. Agung and Surtikanti (2020) support the teacher's statement which in his research also shows that most students have difficulty taking online classes due to limited data packages/internet quotas. Some of them don't even have proper gadgets like android phones or laptops.

Based on the interview, the students who either have high or low anxiety scores, all feel anxious about their scores when taking exams or tests. Nartiningrum and Nugroho (2020) also put forward the thought that online learning decreases students' commitment and becomes lazy in learning. Lack of control and guidance from teachers makes students easily distracted in doing their assignments or exams. Surahman and Sulthoni (2020) mentioned in their research that several things must be considered to increase student learning satisfaction in online learning modes such as online learning service items, unclear materials, and lack of teacher guidance in online learning practices, limited access, instability of the learning network management system used, assignments from teachers, low guidance patterns from teachers, and lack of constructive feedback on student work, etc.

In contradiction to the students, the teachers in the aspect of test anxiety did not seem to feel worried. In their interviews, the teachers always convinced themselves not to worry about their performance and should try their best in providing teaching materials and media for students. This is in line with research conducted

by Aydin and Ustuk (2020) wherein their research they discovered that qualified teachers are not anxious to make mistakes in teaching, this is what makes them have low levels of anxiety. Research conducted by Mahendra et al. (2021) also found that English teachers had designed a plan before running online learning. This indicates that the teachers are mentally prepared to face problems that will occur in the future.

Furthermore, in the aspect of fear of negative evaluation, when the interview was held, the students with high anxiety scores expressed their opinions where they stated that they did not like online English learning because the teacher explained only by providing material through videos on *YouTube* and continued with giving assignments. Nartiningrum and Nugroho (2020) also stated in their study that some students felt a lack of communication and social interaction between teachers and students during online learning caused students to feel that their success in real life was affected by the lack of direct interaction opportunities. This is also in line with research from Nugraha et al. (2021) which says that innovation is needed in the learning sector during a pandemic that will support the effectiveness of teaching and learning activities. On the other hand, students with low anxiety levels feel happy to learn English online. Study conducted by Pasaribu and Dewi (2021) showed that the pandemic situation made students able to work together to complete their online tasks virtually. Agung and Surtikanti (2020) in their study also stated that 57.5% of students revealed that English assignments burdened them. While the other 42.5% think learning English online is fun, but they can't stand a lot of assignments and come continuously from all subjects.

As for the English teachers, they are more worried about how to solve the problem of students' internet quotas which often run out quickly. According to a study conducted by Agung and Surtikanti (2020), students often run out of internet data during online learning due to marathon assignments from teachers and assignments usually make them browse, download, edit, and upload assignments and materials to various learning platforms. Which makes their internet data run out quickly. Teachers are also worried about how students can deal with learning situations during a pandemic well, not skipping lessons without

information, all of these things make teacher assessments of students inaccurate.

CONCLUSION

This study focuses on knowing the level of anxiety of Islamic high school students and teachers and their ways of reducing their anxiety in learning English during emergency remote teaching. The results of the questionnaire showed that the mean score of students' anxiety was moderate (3.25), meaning that students still worried about the Emergency Remote Learning context even though they attended the class. Furthermore, the results of the interview guide showed that students felt mild anxiety in learning English during emergency remote teaching. Meanwhile, the mean score of the anxiety of the four English teachers was at the low category score (1.8). It means that the English teachers enjoy, felt relaxed, and confident in teaching English during emergency remote teaching. However, both students and English teachers have their way of dealing with all the anxiety they experience. This study has two limitations to avoid the concept of exclusion in conducting research, namely the analysis of anxiety on students and English teachers in Islamic schools during teaching English during emergency distance teaching.

Through this research, students are expected to get additional information about how to solve their learning problems. For English teachers, it is hoped that they will receive additional information about their views on the anxiety of learning English during a distance teaching emergency so that they can design learning that is more in line with the wishes of students and teachers. For other researchers, this research can be used as a guideline for researching the field of education, especially regarding the anxiety of students and teachers in learning English during emergency remote teaching. For other researchers, this research benefit as a guideline for researching the field of education, especially regarding the anxiety of students and teachers in learning English during emergency remote teaching. Other researchers may be able to explore different school levels to find out the level of anxiety of students and teachers at that school level. This study can also be used as a source of information for the government about the feelings and problems of students and teachers in learning and teaching during the COVID-19 situation.

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