

EXPLORING STUDENTS AND TEACHERS' ANXIETY IN LEARNING ENGLISH DURING EMERGENCY REMOTE TEACHING IN VOCATIONAL HIGH SCHOOL IN BANGLI

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Absstrack : English is one of the languages that are used in universal and as an EFL learner learning English is not easy especially in a pandemic situation. The students change their study into emergency remote teaching (ERT). In doing ERT the students find difficulties such as they have a limited time in learning. The aimed of this study is to explore the anxiety level of students and teachers in learning English during emergency remote teaching. The method of this study was quantitative to collect the data. The data was done by doing the survey and giving a questionnaire that was develop based on FLACS. The participants of this study are 183 students of 10th grade and 4 teachers of English language in vocational high school in Bangli. The result of this study showed, the students' anxiety was mildly anxious and for the teachers was relaxed. It can be concluded that the students in learning English not enjoyed but not nervous, it is in the middle. For the teacher, they really relaxed in teaching English during the emergency remote teaching.

Keywords : *Anxiety level; EFL; Emergency remote teaching*

INTRODUCTION

Language is a significant source of communication. In this way, we share our ideas, opinion, feelings and views with others (Nishanthi 2018) the importance of English cannot be denied and ignored since English is the greatest common language spoken universally. To learn English requires constant practice and patience. The kind of feeling that succeeds among students is that it is not possible to achieve fluency or mastery over the English language. This kind of tendency prevents

students from learning English. Most of the students study English from the examination point of view, so they are not able to produce even a single sentence without the grammatical error. Furthermore, sufficient practice is not given to students to learn a language. Knowledge of English is necessary if one wants to come up in life. It is the major window of the modern world. This is all the more true where the advanced countries have opened their doors for recruiting technically qualified persons. Only those who have a command over the English language are given a job. Rajathurai Nishanthi \”The

Importance of Learning English in Today World\”
Published in International Journal of Trend in Scientific Research and Development (ijtsrd. There is a thousand language in the world. Every country has a national language to use to communicate from other people with different regions. In today’s global world, English is a language that is used universally. Therefore, that English is an important thing in our life. As a foreign language in school, English is one of a subjects that students learnt. It means that students must be able to master English from an early age. According to (Mahu 2012), there are a lot of benefits that we get if we understand the English language namely the first is we can easily get the a job, we can also talk with a lot of people in the world. Therefore, the English language is important in our life to learn.

As a foreign language, learning English is not easy. Therefore, we need to practice every day to improve our skills in English. There are some ways for the teachers to teach the students English in learning process. Keep up with the times, the teachers sometimes used blended learning in teaching process. It means that after the teacher teach in classroom, the teachers will share again the material trough platform that the teachers used to make sure the students more understand and help them when they do not understand in class so they can reread again the material through the platform that they use. Besides that, the teacher also can give the task to the students through online platform. Therefore, the students can learn English everywhere and anytime. Blended learning is a combination method between face to face and online learning (Bryan and Volchenkova 2016). It means that after the teachers teach in a classroom then they continue to give the

students task through a platform that they use. In using blended learning also useful for the teachers and students in learning process until the virus arise and make the world change instantly from usual and make the whole people getting anxious.

The virus that arises in 2020 is COVID 19. This virus can make the economy, tourism, education down and it is effect on people’s life. Therefore the whole world is doing lockdown and all people cannot do activity as usual (Zayapragassarazan 2020). With this virus, especially in the field of education, the teacher and students need change the strategy of learning from conventional to emergency remote teaching. In doing the emergency remote teaching, the teachers more used platform to support their teaching process. The teachers should understand in using the technology and besides that the teacher also need to think what strategy that suitable to use in teaching process and make the students still get the same knowledge like they learnt at school. Sometimes not all teachers and students can understand using the technology, therefore before the teachers do the teaching process, they should understand about it. In doing emergency remote teaching the teacher and students need prepare well, but sometimes the teachers and students get anxious during the learning process, because this is the new things for the teachers and students hold emergency remote teaching in pandemic situation.

Emergency remote teaching is one of the systems established during the covid-19 pandemic, to assist in the learning process (Hodges and Fowler 2020). Emergency remote teaching is a new system that used during the pandemic situation. According

to (Karakose 2021) showed that the all countries around the world closed down the all operations including the education to minimize the spread of corona virus, and change the system in teaching from face to face become emergency remote teaching. During the transition to emergency remote teaching, the teacher were doubts in used this system, because not all students have and understand how to used some application in support their learning (Karakose 2021)

In teaching emergency remote teaching during the pandemic situation is not easy for the teachers and also the students had difficulties in learning process. Therefore, it can make the teacher and students get anxiety in learning process. In learning English especially in vocational high school context, there are some challenges that will be faced by the students and teachers. The students who study at senior high school is different with the student's study at vocational high school. According to (Irwanto 2019), vocational education is a part of education that prepared person for a job or group work. It means that the students who study at vocational high school, they prepare for their self after graduated they are ready for work. Therefore, the students in vocational high school the material that learn more specific than the students learn in high school. Besides that, the students who study in vocational high school they get training before they enter the world of work. Therefore, sometimes the teacher and student get confuse and anxious in hold emergency remote teaching in the pandemic situation.

Anxiety is the conditions of person that not comfortable in a situation (Bryan and Volchenkova

2016)(Bryan and Volchenkova 2016)It means that the person feel anxious when the mental and physical of person not comfortable in some situation such like nervous, being afraid about something and others. According to (Fachrukrozie 2018), there are two categorized of anxiety namely trait anxiety and state anxiety. Trait can happen in any situation. It means that when person feel not comfortable in the situation, they will feel anxious and cannot hide from everyone but it was different with state anxiety. State anxiety is where the condition feels not comfortable of the person but they can still handle it to be stable in this condition(Nurhaeni 2019). Therefore, as a foreign language English is not our mother tongue therefore the students when they learn English, they need practice a lot to learn English especially in a pandemic situation most of students will experience anxiety in learning process because they have to adjust the conditions in learning.

In language anxiety, there are several negative effect that has an impact on the learners such as lack of vocabulary, the lack of syntactic structures in speaking and making mistake in learning process (Aydin and Ustuk 2020) This effect not only influence in the learning process but it can happen in mind of person. There is a lot of effect that can impact to students and teachers in learning process. According to (Horwitz, Horwitz, and Cope 1986) there are three components of language anxiety namely communication apprehension, test anxiety and fear of negative evaluation. The three components have effect of persons' anxiety in learning English. Communication apprehension is caused by lack of speaking in group or in front of a lot of people. In this component not only in speaking but in listening

or oral messages. Test anxiety is caused a fear of failure. It means that the students feel under pressure when they get the test or quiz, they afraid that they make mistake in the test. The last components are fear of negative evaluation. This components of fear of negative evaluation or negative feedback. It means that the students afraid get negative feedback in learning process.

Feeling anxious can make the persons not feel confident in communicate or presents something in in front of people. It means that, they are afraid in making mistake that they made and it will affect the bad things of the person. Learning English in the pandemic situation is different when learnt English as a normal condition. The teachers should change their strategy in teaching English during the pandemic situation and the students also adjust to the condition in learning English. During the pandemic situation the teachers change strategy into emergency remote teaching. According to(Kaisar and Chowdhury 2020), emergency remote teaching the system that use the teachers in teaching during the pandemic situation. In doing emergency remote teaching the teachers and the students use some platform to support the learning process. It means that, the students and teacher in attending the class through virtual meeting. Therefore, the students did not meet at school to hold the learning process.

In doing emergency remote teaching in the pandemic situation is the best way for teachers in teaching process (Hodges and Fowler 2020). Emergency remote teaching is development of distance teaching which the material delivers previously before face-to-face. Therefore, the

students still get the knowledge from the teachers without conventional meeting. There are two types of emergency remote teaching namely synchronous and asynchronous ((Ghirardini 2011) Synchronous learning done in the specific time when the students and teacher do in virtual meeting. This learning can be done by using some platform such as Google Meet, Zoom and others. It was different with the learning asynchronous. This learning usually can be done independently. It means that the students doing the task and search the material independently and this learning can be done through some platform such as discussion forums and email. In applying emergency remote teaching is not easy the teachers should understand about the technology that support in teaching process. Besides that, the teachers also must be prepared well for the lesson such as how to delivered the material, the strategy for teaching process and make sure the students still understand and serious in learning process.

There are some studies that support this study, first from(Gerencheal and Mishra 2019), which investigate the anxiety level of Ethiopian university. The participant of this study was the students who study English major. There were 103 respondents from four EFL classes. The result of this study was the anxiety level of students in learning English in general was a moderate to high level. This result also showed that the higher anxiety level of students in communication apprehension than others components. The last that female students were higher anxiety level of English language.

The second study was from (Asif 2017), which investigate language anxiety among Saudi learners in

English as Foreign language (EFL) classroom. There was 155 participant that involved of this study who has been teaching in various university in Saudi. This study used mix method, there were qualitative and quantitative method. The instrument that used in this study was questionnaire and followed by interview the participants. The result of this study was the EFL learners were afraid in making mistake, lack of vocabulary in learning process.

The third study was from (Hismanoglu 2013), which investigate whether language learning anxiety had significant relationship between language learning anxiety and independent variables such as gender, age and grade of level. There were 132 English language teachers participated in this study. The result of this study was English language teachers had low anxiety levels of foreign language learning and there was significant relationship between English Language anxiety with independent variables such gender, age and grade level in learning process.

The next study came from (Kobul and Saraçoğlu 2020) which investigate the anxiety level of language that non- native pre/in service EFL teacher's experience. The participants of this study were 30 participants from in-service and 60 participants' pre-service EFL teachers. The foreign language teaching anxiety scale (FLTAS) was used as the main data collection. The result of this study there was no significant between genders of the participants. Others found that when the score of participants compared it, English language teaching department graduated teacher's significantly lower anxiety level in teaching.

Next study came from (Neman and Ganap 2018), which investigate the anxiety level of students in learning English and comparing the anxiety level of student's grade and gender. The participants of this research 156 students in the first semester. This research used descriptive quantitative and used FLCAS (Foreign Language Classroom Anxiety Scale) for develop the instruments by (Horwitz, Horwitz, and Cope 1986). The result of this research that anxiety level of students in a moderate level with (communication apprehension $M = 3.17$), (test anxiety $M = 3.07$) and (fear of negative evaluation $M = 3.50$) in learning English. Other there was significant difference between the students' anxiety in learning English based on gender.

The last research came from (Aydin and Ustuk 2020), which investigate teachers' anxiety level and its correlation with age, gender teaching experience, native and nonnative speaker, graduation degree and nationalities. This research used Foreign Language Teaching Anxiety Scale (FLTAS) as the instrument to collect the data. There was 156 teachers of diverse nationalities participate in this research. The result of this research showed EFL teachers at low anxiety. The teachers who had long experience is more relaxed than younger teachers. Other the native teacher was more relaxed than non-native teachers

METHOD

Respondents

The participants of this study were 183 vocational high school students and 4 English teachers of vocational high school.

Instrument

The questionnaire was used to collect data and it was developed based on the Foreign Language Anxiety Classroom Scale (FLACS) from (Horwitz, Horwitz, and Cope 1986). The questionnaire for the students included 30 items and 13 items for teachers with 5 scales from strongly agree, neither agree, agree nor disagree and strongly disagree. The questionnaire includes the three-component such as communication apprehension, test anxiety and fear of negative evaluation. This questionnaire would be given to English teachers and 10th grade students in vocational high school, for investigating their anxiety level in learning and teaching English during the emergency remote teaching.

Data collection procedures

In this research, the researcher used the survey method in this study. Survey method is one of method that use to collect the data of opinions, behaviors as the sample to get the quantitative data by using the questionnaire (Creswell 2012). The questionnaire will be delivered into a google form. After that, the researcher distributed the google form into the *WhatsApp* group that already made before and the researcher was asked the students and the teachers to fill out the questionnaire. This research was done to know students and teachers' anxiety levels in learning English during emergency remote teaching.

Data Analysis

The data gathered from the questionnaire were analyzed by using SPSS version 21st to get the

frequency of anxiety levels of students and English teachers. The data were analyzed descriptively. The students and the English teacher who got a score of 1-2 were low anxiety level. Meanwhile, the students and English teachers who got score 3 were in intermediate anxiety level and the English teachers and students who got scores 4-5 were high anxiety level.

FINDINGS AND DISCUSSION

Findings

Students' anxiety level

The finding was an explanation of the result of this study. There are two findings of this study. The first was the result of the students' anxiety level in learning English during the emergency remote teaching. The second is the result of teachers' anxiety in teaching English during the emergency remote teaching. The questionnaire's point was concluded and the score was categorized of students' anxiety level, frequencies, and relative frequency can be seen in the following table.

table 1
students' anxiety scale

Range	Level
30-59	Very Relaxed
60-79	Relaxed
80-97	Mildly Anxious
98-111	Anxious
112-150	Very Anxious

The questionnaire was summed up, then the result of questionnaires was categorized by Oetting's

scale that was adapted from (Audia, Ras, and Afrianto 2019), to determine the students' anxiety level. Besides that, the score of the questionnaire was analyzed by using SPSS 21th for getting the frequencies of each level. The result of the students' anxiety level in learning English during the emergency remote teaching, in general, can be seen in table 3.1.

table 2
the level, frequency and relative frequency of students' anxiety level in learning english during the emergency remote teaching in general.

No	Level	Range	Frequency	Relative frequency
1	Very Relaxed	30-59	1	1%
2	Relaxed	60-79	23	13%
3	Mildly Anxious	80-97	110	60%
4	Anxious	98-111	32	17%
5	Very Anxious	112-150	17	9%

Source: Data Analysis Results by SPSS Version 21.

Based on table 3.1, generally, the result showed that there was 1 student who felt very relaxed with the relative frequency of 1%. Other 23 students felt relaxed with a relative frequency of 13%. Besides that, most of the students, with a total of 110, were felt mildly anxious in learning English, with a relative frequency of 60%. The other there was 32 students who felt anxious with a relative frequency of 17%. For the last, there were 17 students who felt very anxious in learning English with a relative frequency of 9%. It can be concluded that most 10th grade students in vocational high school felt mildly anxious in learning English during the emergency remote teaching. The following was data of frequencies and

percentages from each component. The mean score of each component can be seen below:

Table 3
students' anxiety mean score based on each component

Component	Mean Score	Score Level	Level
Communication apprehension	62.59	3.1	Moderate
Test anxiety	15.103	3.0	Moderate
Fear of negative evaluation	15.24	3.0	Moderate

Source: Data Analysis Results by SPSS Version 21.

The anxiety level scale of students' anxiety from each component can be seen in the following table:

table 4
students' anxiety scale of each component

Level	Range of each component		
	Communication Apprehension	Test Anxiety	Fear of Negative Evaluation
Very relaxed	20-39	5-9	5-9
Relaxed	40-52	10-13	10-13
Mildly Anxious	53-64	14-16	14-16
Anxious	65-74	17-18	17-18
Very anxious	75-100	19-25	19-25

Source: Data Analysis Results by SPSS Version 21.

The frequency and relative frequency of each component can be seen on table 5

Table 5
the frequency and relative frequency of each component of students' anxiety

No	Level	Frequency			Relative Frequency		
		CA	TA	FNE	CA	TA	FNE
1	Very Relaxed	2	4	2	1%	2%	1%
2	Relaxed	21	35	42	12%	19%	20%
3	Mildly Anxious	100	102	91	56%	56%	52%
4	Anxious	38	27	28	21%	15%	16%
5	Very Anxious	18	15	20	10%	8%	11%

Source: Data Analysis Results by SPSS Version 21.

Based on table 3.4, the result of each component showed that in communication apprehension, there were 2 students who felt very relaxed in learning English during emergency remote teaching with a relative frequency of 1%. There were 21 students who felt relaxed with 12% relative frequency. Besides that, there were 100 students who felt mildly anxious with a 56% relative frequency. For the students who felt anxious, there were 38 students with a 21% relative frequency. The last in the first component, there were 18 students who felt very anxious with a 10% relative frequency. The second component was test anxiety, which showed that there were 4 students who felt very relaxed, with a relative frequency of 2%. Other than that, there were 35 students who felt relaxed with 12% of relative frequency. Besides that, the students were felt mildly anxious were 102 students with 56% of relative frequency. There were 27 students who felt extremely anxious with 15% and there were 15 students who felt very anxious with 8% of relative frequency. The last component was fear of

negative evaluation. The result showed that there were 2 students who felt very relaxed with a relative frequency of 1%. In the level of relaxed, there were 42 students with 20% of relative frequency. Others students, 91 in total, reported feeling mildly anxious with 52% of relative frequency. Besides that, there were 28 students who felt anxious with a relative frequency of 16% and there were 20 students felt very anxious in learning English with 11% of relative frequency. It can be concluded that most of students felt mildly anxious in learning English during the emergency remote teaching in each component. Test anxiety in mildly anxious had the largest percentage among the three components. It indicates that the students were not really nervous when they got the test or quiz but were not really enjoying it because they were afraid that they would get a bad score of the test during emergency remote teaching.

Teachers' anxiety level

The questionnaire of teachers' anxiety consists of 13 items for the teacher and was done by filled out by four teachers in teaching English in vocational high school. The following table shows the category of anxiety level adapted from Oetting's scale in (Audia, Ras, and Afrianto 2019) and also the result of frequency of teachers' anxiety level score, that analyzed using the SPSS 21st version. It can be seen in the following below:

table 6
teachers' anxiety level

Range	Level
13-25	Very Relaxed
26-33	Relaxed

Range	Level
34-42	Mildly Anxious
43-48	Anxious
49-65	Very Anxious

After measuring the teachers' anxiety level score then analyzed using SPSS 21th version. The result of the frequency of teachers' anxiety level can be seen in table 7

Table 7
the frequency of teachers' anxiety level in teaching english during emergency remote teaching (in general)

No	Level	Range	Frequency	Relative frequency
1	Very Relaxed	13-25	0	0%
2	Relaxed	26-33	4	100%
3	Mildly Anxious	34-42	0	0%
4	Anxious	43-48	0	0%
5	Very Anxious	49-65	0	0%

Source: Data Analysis Results by SPSS Version 21.

Based on the results, table 7 showed that all of the teachers felt relaxed in teaching English teaching with a relative frequency of 100%. There was no teacher who felt very relaxed, mildly anxious, anxious and very anxious in teaching English during the emergency remote teaching. It can be concluded that all of the English teachers in vocational high schools felt relaxed in teaching English during emergency remote teaching. Meanwhile, the mean score of teachers' anxiety based on each component can be seen in the following table:

Table 8
teachers' anxiety mean score based on each component

Component	Mean Score	Score Level	Level
Communication apprehension	2.500	2.5	Low
Test anxiety	1.500	1.5	Low
Fear of negative evaluation	2.500	2.5	Low

Source: Data Analysis Results by SPSS Version 21.

After getting the mean score of teachers' anxiety, the teachers' anxiety scale from three components can be seen on the table below:

Table 9
teachers' anxiety scale for each component

Level	Range of each component		
	Communication Apprehension (CA)	Test Anxiety (TA)	Fear of Negative Evaluation (FNE)
Very Relaxed	10-19	1	2-3
Relaxed	20-26	2	4-5
Mildly Anxious	27-32	3	6-7
Anxious	33-37	4	8-9
Very Anxious	38-50	5	9-10

Source: Data Analysis Results by SPSS Version 21.

The frequency and relative frequency of the teachers' anxiety can be seen on the table 10.

Table 10
the 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	0	2	0	0%	50%	0%
2	Relaxed	4	2	4	100%	50%	100%

No	Level	Frequency			Relative Frequency		
		CA	TA	FNE	CA	TA	FNE
3	Mildly Anxious	0	0	0	0%	0%	0%
4	Anxious	0	0	0	0%	0%	0%
5	Very Anxious	0	0	0	0%	0%	0%

Source: Data Analysis Results by SPSS Version 21.

Based on the results of table 3.8, which showed that in communication apprehension and fear negative of evaluation, all of the teachers who felt relaxed in teaching English during the emergency remote teaching with a relative frequency of 100%. There was no teacher felt really relaxed, mildly anxious, anxious, and very anxious in teaching English. Besides that, in components of test anxiety, there were 2 teachers who felt very relaxed with a relative frequency of 50% and for others, 50% of the relative frequency the teacher felt relaxed in teaching English during the emergency remote teaching. It can be concluded that most of the teachers in each component felt relaxed in teaching English during the emergency remote teaching. The components of communication apprehension and fear of negative evaluation had the largest part since all the teachers felt relaxed in teaching English during emergency remote teaching. Besides that, in the components of test anxiety some of the teachers felt very relaxed and others felt relaxed in teaching English. It means that the teachers did not feel nervous or anxious in teaching English, but they enjoyed in the teaching process during emergency remote teaching.

DISCUSSION

The findings gathered in this research are based on anxiety components, namely communication apprehension, test anxiety, and fear of negative evaluation. From the results above, in general, the students were at a moderate level with a mean score of 3.08. It means that the students learning English during the emergency remote teaching did not really enjoy but did not really anxious, they felt in the middle in the learning process. It was supported by (Neman and Ganap 2018), who showed that the students experienced in learning English had a moderate level of anxiety. It was different with the teacher, they felt relaxed in teaching English during the emergency remote teaching, with a mean score of 2.7. It means that the teacher in low level anxiety. It means that the teacher felt relaxed and enjoyed in teaching English during emergency remote teaching. It was supported by (Kobul and Saraçoğlu 2020), showed that the teachers were in lower anxiety in teaching English. Therefore, the result based on three components can be seen in the following explanation.

The first component was communication apprehension. It was found that the students had a moderate level of anxiety with a mean score of 3.1. It means that the students felt in the middle. It can be anxious and sometimes it can be relaxed in learning English during the emergency remote teaching but it can also feel anxious during the learning process. It was supported by a study by (Neman and Ganap 2018), which showed that in the communication apprehension, the students in a moderate level with a mean score of 3.17 in learning English. Meanwhile, for the teacher, it was found that teachers had in

low anxiety level with a mean score of 2.5. It means the teachers felt relaxed in teaching English during the emergency remote teaching. It was supported a study by (Kobul and Saraçoğlu 2020), which showed that the teacher when teaching English felt relaxed and comfortable. It indicated that the teacher really enjoyed in teaching English in any situation and that they did not have serious problems in teaching English.

The second was test anxiety. It was found that the students had a moderate level of anxiety with a mean score of 3.0. It means that in the test anxiety component, the students felt in the middle, where they were not nervous but also not really relaxed in learning English during the emergency remote teaching. It was supported a study by (Asif 2017), showed students were afraid of making mistakes and getting negative feedback in learning process. Meanwhile, the teachers, they felt relaxed and enjoyed in teaching English during the emergency remote teaching with a mean score of 1.5. It means that the teacher had a low level of anxiety in teaching English. It was supported a study by (Hismanoglu 2013), showed that the teachers had a lower anxiety in teaching English because they had a long experience in the teaching English, therefore the teachers felt relaxed and did not get nervous in teaching process.

The last component of fear of negative evaluation showed, the students not really enjoyed but were also not afraid of learning English. The mean score of students was 3.0, which means the students had a moderate level of anxiety. It was supported by a study by (Neman and Ganap 2018), which showed that the students had a moderate level of anxiety in

learning English, with a mean score of 3.50. Besides that, the gender of students made a difference level of anxiety in learning process during emergency remote teaching. It indicated that the students did not enjoy but anxious either. Meanwhile, for the teachers, they felt relaxed in teaching English, with the mean score of anxiety level was 2.5. It means that the teachers had a low anxiety level in teaching English during the emergency remote teaching. It was supported a study by (Aydin and Ustuk 2020) showed that teachers had lower anxiety and more experience in teaching English. Besides that, the teachers enjoyed and did not have problems of being judged negatively by other people in teaching English during emergency remote teaching.

CONCLUSION

Learning English in the specific situation can get impact students and teachers. They will getting anxious in learning and teaching English especially in emergency remote teaching. Regarding on the result above based on three components of anxiety namely communication apprehension, test anxiety and fear of negative evaluation, it can be concluded that, based on the findings and the analysis of students and teachers' anxiety in learning English during emergency remote teaching. The result that the students in a moderate level of anxiety. It means that the 10th grade students in vocational high school they sometimes felt relaxed when joined the English class but sometimes they were feeling anxious in English class. It was different with the English teachers of vocational high school, they in low level of anxiety. It means that, English teachers in vocational high school felt relaxed and happy in

teaching English during emergency remote teaching. Based on the result, the students are suggested should communicate in any problems that they faced learning English during emergency remote teaching. Besides that, the students must be active and serious in attending the meeting class, making the task and others. The teachers are suggested to give more attention for the students in learning process. Then, for the further researchers, further researcher can conduct the research with more specific subject in learning English with different proficiency levels.

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