



**IDENTIFICATION OF ACADEMIC STRESS IN THE 1st YEAR
AND THE 2nd YEAR OF ENGLISH EDUCATION STUDENTS
AT A STATE ISLAMIC UNIVERSITY IN PEKANBARU**

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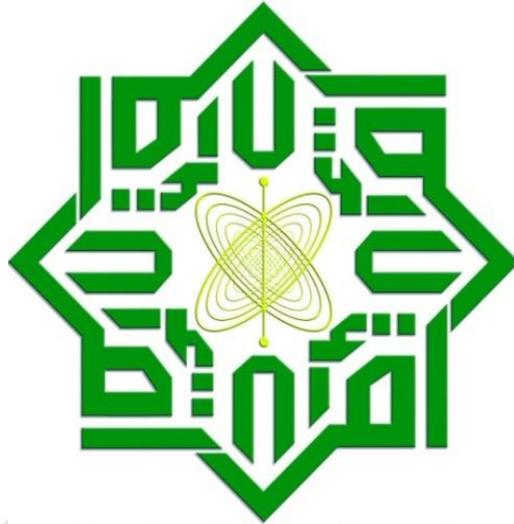
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STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU**

1445 H / 2024 M



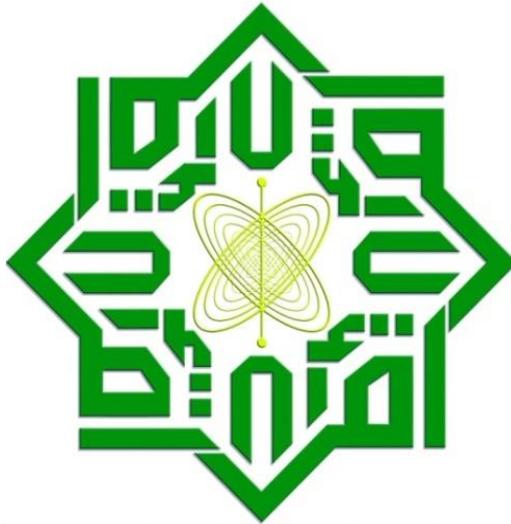
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Thesis

Submitted as Partial Fulfillment of the Requirements
For Bachelor's Degree in English Education
(S.Pd)

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHER TRAINING

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SUPERVISOR APPROVAL

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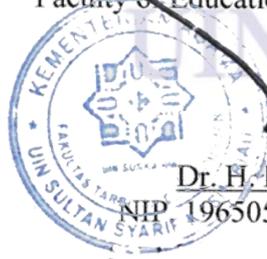
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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ABSTRACT

Risa Maharani, (2024): Identification of Academic Stress in the 1st Year and the 2nd year of English Education Students at a State Islamic University in Pekanbaru

Academic Stress is the most common condition faced by students, both at the school and university level. Examination, many course assignments, staying up late, not finding a suitable group mate, presenting in front of the class, and lecturer's teaching method are some factors causing academic stress. For English Education students that studying a foreign language, cultural differences between source language to target language, the difficulty of learning a foreign language, many assignments, examination, and the anxiety experienced when speaking English are burdens that cause academic stress. The study aimed at describing the level of academic stress in the 1st year and 2nd year of English Education students and to examining whether there is a significance difference of the academic stress between the 1st year and 2nd year of English Education Students. This research used quantitative research. Quantitative survey method used in this research. This research was held on January until February 2024. The data collected from 97 first-year students and 108 second-year students of English Education. In addition, questionnaire was used to gather the data. The findings revealed that the level of Academic Stress in the 1st year of English Education Students was at a low category, with 50 students (51.5%) and the level of Academic Stress in the 2nd year of English Education Students was also at a low category, with 48 students (44.4%). In conclusion, there was no a significance difference of the Academic Stress level between the 1st year and the 2nd year of English Education Students at UIN Suska Riau.

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ABSTRAK

Risa Maharani, (2024): Identifikasi Stress Akademik pada Mahasiswa Pendidikan Bahasa Inggris Tahun Pertama dan Tahun Kedua di Universitas Islam Negeri Pekanbaru

Tujuan dari penelitian ini adalah untuk mengetahui tingkat *Stress Akademik* pada mahasiswa Pendidikan Bahasa Inggris tahun pertama dan tahun kedua serta untuk menguji apakah terdapat perbedaan yang signifikan antara *Stress Akademik* pada mahasiswa Pendidikan Bahasa Inggris tahun pertama dan tahun kedua. Penelitian ini menggunakan desain penelitian Survey dengan pendekatan kuantitatif. Populasi penelitian ini adalah Mahasiswa Pendidikan Bahasa Inggris tahun pertama dan tahun kedua di UIN Suska Riau. Dengan menggunakan *Stratified Random Sampling*, terpilihlah 97 mahasiswa tahun pertama dari jumlah populasi 125 mahasiswa dan 108 mahasiswa tahun kedua dari jumlah populasi 146 mahasiswa. Untuk mengumpulkan data, peneliti menggunakan kuesioner untuk mengetahui tingkat *Stress Akademik* pada mahasiswa Pendidikan Bahasa Inggris tahun pertama dan tahun kedua. Analisis data dilakukan dengan Statistik Deskriptif dan Statistik Inferensial (non-parametrik) karena data berdistribusi tidak normal dengan menggunakan uji *Mann-Whitney U* pada program *SPSS versi 21.0*. Hasil analisis data menunjukkan bahwa tingkat *Stress Akademik* mahasiswa Pendidikan Bahasa Inggris tahun pertama berada pada kategori rendah, yaitu sebanyak 50 mahasiswa (51.5%) dan tingkat *Stress Akademik* mahasiswa tahun kedua juga berada pada kategori rendah, yaitu sebanyak 48 mahasiswa (44.4%). Kesimpulannya adalah tidak ada perbedaan yang signifikan antara *Stress Akademik* mahasiswa Pendidikan Bahasa Inggris tahun pertama dan tahun kedua di UIN Suska Riau.

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ملخص

ريسا مهاراني، (٢٠٢٤): التعرف على الضغوط الأكاديمية لدى طلاب قسم تعليم اللغة الإنجليزية في السنة الأولى والثانية في جامعة السلطان الشريف قاسم الإسلامية الحكومية رباو

لهدف من هذا البحث هو معرفة مستوى الضغوط الأكاديمية لدى طلاب السنة الأولى والثانية في قسم تعليم اللغة الإنجليزية واختبار ما إذا كان هناك فرق كبير في الضغوط الأكاديمية بين طلاب السنة الأولى والثانية في قسم تعليم اللغة الإنجليزية. هذا البحث هو نوع من البحث المسحي الكمي. ومجتمع هذا البحث طلاب قسم تعليم اللغة الإنجليزية في السنة الأولى والثانية في جامعة السلطان الشريف قاسم الإسلامية الحكومية رباو. وباستخدام العينة العشوائية البسيطة، تم اختيار ٩٧ طالبا في السنة الأولى و ١٠٨ طالبا في السنة الثانية. استخدمت الباحثة الاستبيانات لجمع البيانات. تم إجراء تحليل البيانات باستخدام الإحصاء الوصفي والإحصاء الاستدلالي باستخدام اختبار مان ويتني يو في برنامج الحزمة الإحصائية للعلوم الاجتماعية الإصدار ٢١,٠. أظهرت نتائج تحليل البيانات أن مستوى الضغط الأكاديمي لطلبة السنة الأولى تعليم اللغة الإنجليزية يقع في الفئة المنخفضة أي 50 طالبا (51.5%) كما أن مستوى الضغط الأكاديمي لطلبة السنة الثانية يقع أيضا في الفئة المنخفضة أي 48 طالبا (44.4%) الاستنتاج هو أنه لا يوجد فرق كبير بين الإجماع الأكاديمي لطلاب السنة الأولى والسنة الثانية لتعليم اللغة الإنجليزية في الإسلامية الحكومية رباو

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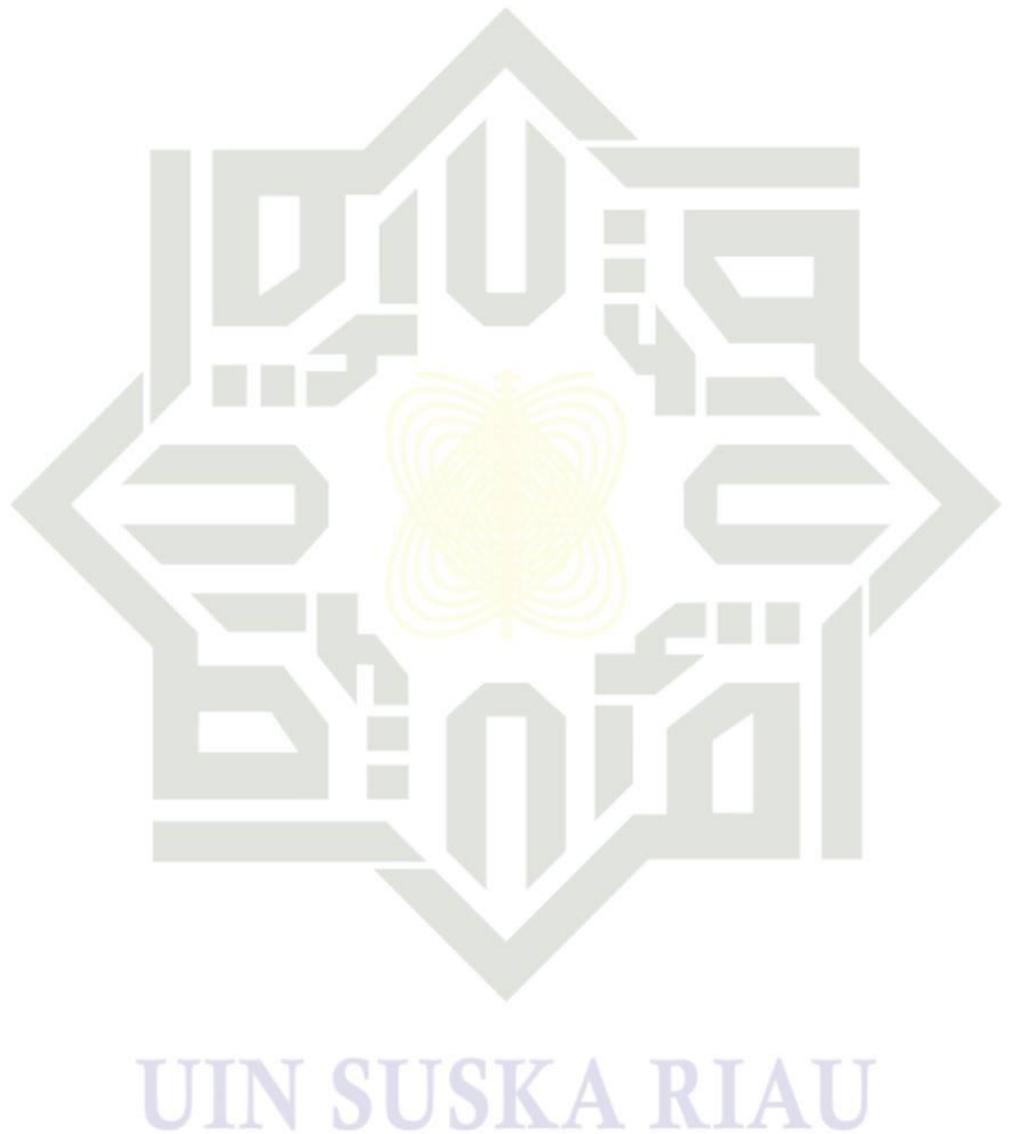
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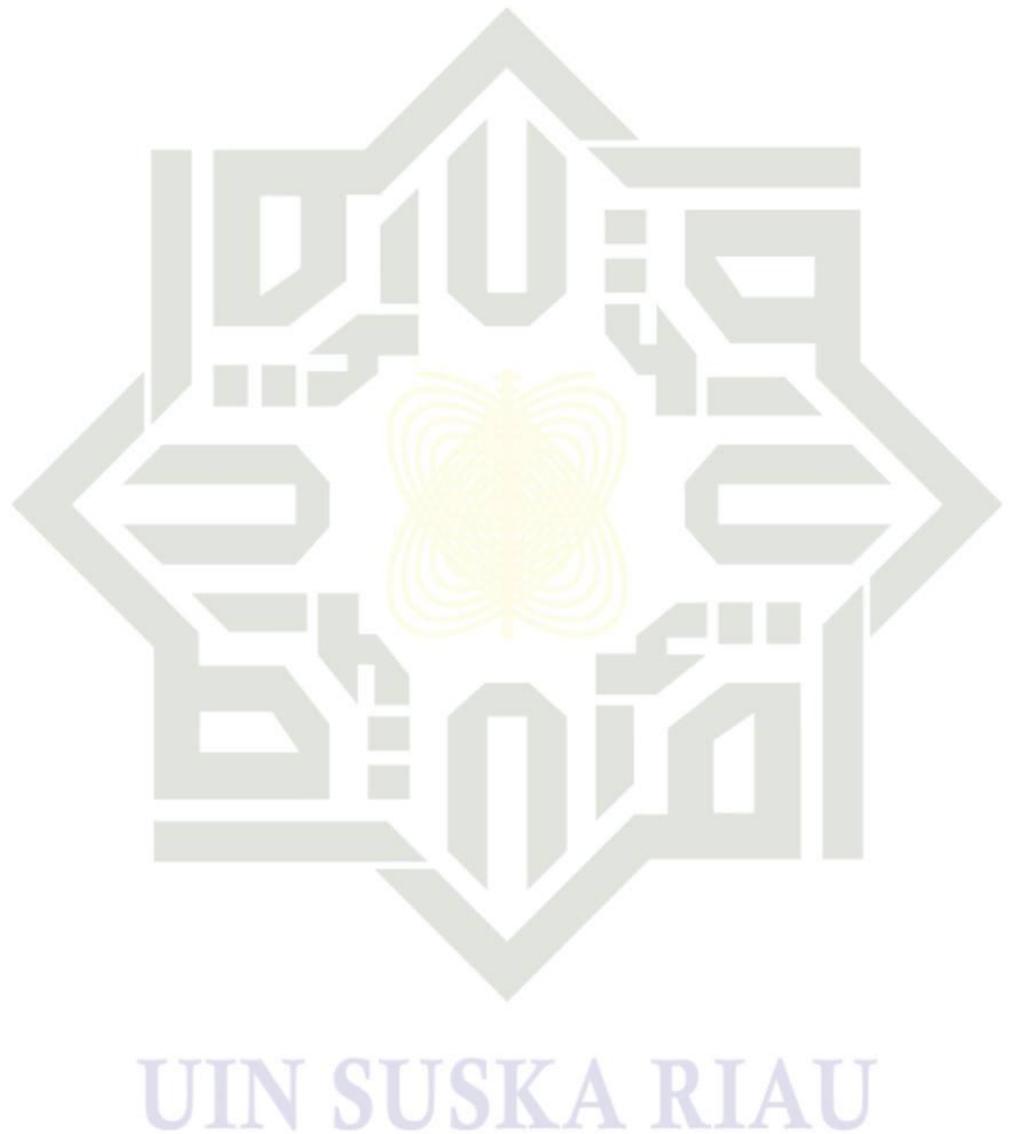


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CHAPTER I INTRODUCTION

A. Background of the Study

A new environment, a new atmosphere, and new friends. Those are some of things typically experienced when attending university after leaving high school. There are many differences between high school and university that reflect an important transition in an individual's life. One of the most noticeable differences between high school and university is the challenging process of adaptation for some individuals. According to Singgih (2006), the psychologist Jean Piaget emphasizes the significance of the adaptation stage in one's cognitive development. Students who are accustomed to the smaller environment of high school may encounter difficulties in adapting to the broader environment of university life that varies in terms of culture, background, perspectives, and opportunity to interact with various social groups. The transition of students from a school environment can lead to psychological, academic, and social shocks because students must go through the process of adaptation once again (Yikealo, 2018).

Next, there are also differences in habits between high school and university, such as a higher level of independence in university. According to Suardipa (2020), an educational psychologist formulated the concept of the Zone of Proximal Development which refers to the ability a student can achieve with minimal guidance. In high school, students often receive more guidance and direction of teachers. However in university, students are

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expected to be more self-reliant in their learning, understand the material more deeply, handle an increased workload, and competition among peers (Fairbrother & Warn, 2003). This can be an additional burden for some students who may not be fully prepared for the level of independence required in a university environment.

Furthermore, another difference related to high school and university is the change in social environment and time management. According to Yusuf & Al Amin (2020), the psychologist Erik Erikson formulated 8 Stages of Psychosocial Development that one of which is Intimacy versus Isolation meaning individuals begin to learn to socialize. In high school, students have the same friends every day and a relatively limited social environment. However when entering the university environment, many students learn to interact with new people from various backgrounds and looking for suitable friends. Additionally, time management becomes more important and complex in university. In high school, students have structure and relatively fixed schedules. Contrast in university, students must manage own time to attend classes, complete assignments, and take exam. Time management skills can benefit students' busy schedules (Cyril, 2015).

According to Jun et al. (2021), the 91 first-year students in South Korea had a high level of academic stress, such as imagined campus life (15.57%), assignment (8.67%), examination (4.33%), and a sense of directionlessness (3.21%). On the other hand, a research by Anggraeny et al. (2019) found that the academic stress for second-year students was also at a high level. This is shown by a many course assignments (24.71%), limited classroom space



(19.49%), changing lecture schedules (11.76%), strict lecturer personality (10.50%), and financial management difficulties (7.23%).

Based on a preliminary interview with 2 first-year students and 2 second-year students majoring in English Education, it was stated that they felt differences when entered university. From this interview, preliminary data showed that all four students were anxiety during exam and stayed up late while working on assignments. Furthermore, the four students also experienced having a lot of assignments at the beginning of study and felt nervous during presentation in front of the class. This caused 2 of students to lose interest in some courses. In addition, one of the students mentioned feeling differences between high school and university, such as achieving higher grades in high school, lecturer's teaching methods, worry about not finding a suitable group mate, and competition between peers. However, the results of the preliminary interview from the 2 first-year students and 2 second-year students need further research because the results of this preliminary interview are still not generalizable to all populations of first-year and second-year English Education students.

From the preliminary study above, the experiences of the four English Education students during lectures are also referred to as Academic Stress. Academic Stress is the most common condition faced by students, both at the schools and university level (Izzati et al., 2020). Examination, many course assignments, staying up late, not finding a suitable group mate, presenting in front of the class, and lecturer's teaching method are some factors causing academic stress. According to Samudra (2020), stress before and after exam is

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a common and quite dominant condition among students. Because high academic stress is related to exams, students spend less time socializing with friends which can amplify the impact to exam stress (Lee & Larson, 2000).

Besides that, the many course assignments that students must complete also become a factor causing academic stress. Students have many course assignments that need to be completed within a limited time (Sirin, 2011). If these assignments aren't promptly addressed, it will lead to stress in assignments, resulting in negative impacts such as withdrawal from social life and low psychological well-being (Adom et al., 2020). Moreover, many course assignments also lead to reduced sleep hours for students. This means that as more assignments are given to students, the higher the level of academic stress and the less time students have for sleep (Wunsch et al., 2017).

On the other hand, academic stress can source from not finding a suitable group mate. According to Pane et al. (2017) students are prone to conflicts when working on course assignments with incompatible groups. Moreover, oral presentation is an essential part of university students' assessment (Mishu et al., 2022). But, presenting in front of the class can also cause academic stress for students. English Education students consider oral presentation and performing in front of the class as major stress triggers (Woodrow, 2006).

Based on the data from a survey conducted by the American College Health Association (ACHA) in 2018 involving 26.181 respondents, 31.9% students in University experienced stress caused by the impact of academic



processes. A study conducted by Liu (2011) provided result showing that as many as 90% of students experienced academic stress caused by many assignments and deadline, exam grades, low achievement and self-confidence, procrastination, lack of motivation to learn, deadline for assignment submission. According to Habeeb (2010) & Koochaki (2009), the percentage of students experiencing academic stress globally ranges from 38% - 71%, in Asia it ranges from 39.6% – 61.3%, and in Indonesia it ranges from 36.7% – 71.6%.

Related on the explanation above, research on academic stress has been extensively studied by researchers, namely the academic stress for final year English students in writing thesis was a high level (Nurcholis et al., 2023), There was relationship between anxiety and depressive symptoms were significantly related to higher level of academic stress in International University students (Koppenborg et a., 2022), The stress level of physical education students who was writing thesis was in medium level (Nopiyanto et al., 2022), The majority of Midwife students at University in Airlangga experienced stress at normal level when writing a thesis (Ramadan, 2022), The performance academic stress was negatively associated with life satisfaction, while academic self-perception was positively associated with life satisfaction (Ratharishnan et al., 2022), The students experience symptoms that affect their physical, emotional, behavioral, and internal & external factors (Octasya & Munawaroh, 2021), Academic stress was found to be common and was of moderate level in more than three-fourth of the participants. Worrying about future and poor self-esteem were independently associated with academic

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stress among students in Midwestern University (Joseph et al., 2020), The dominant aspect that reflects academic stress was an emotion and the weakest aspect that reflect academic stress was a cognitive aspect for final semester students (Pradana & Tentama, 2020), The B.Ed college students in Kancheepuram District was having moderate level of academic stress (Girija & Geetha, 2019), and The College of Education students experience a moderate level of academic and environmental stress (Yikealo et al., 2018), The level of academic stress for the first-year students experienced low level in University of Jember (Pratiwi et al., 2021), and The second-year students had a higher level of academic stress than third-year students in State University of Surabaya (Widianti & Dewi, 2020).

Based on some previous study mentioned above, it can be concluded that most of the previous research focuses on academic stress in health, guidance and counseling, and psychology students (e.g. Ramadan, 2022; Octasya & Munawaroh, 2021; Joseph et al., 2020; Pradana & Tentama, 2020). Besides that, academic stress has also been studied by foreign researchers (e.g. Koppenborg et al., 2022; Ratharishnan, 2022; Joseph et al., 2020; Girija & Geetha, 2019; Yikealo et al., 2018). Next, the research on academic stress has also been conducted on final year students when writing a thesis (e.g. Nurcholis et al., 2023; Nopiyanto et al., 2022; Ramadan, 2022). Furthermore, there has been research on academic stress in the first-year and second-year, but not in the English Education students (e.g. Pratiwi et al., 2021; Widianti & Dewi, 2020). So, it is clear that there is still no research on academic stress in English Education students in the first year and second year of college.

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Academic stress is important to study in English Education students.

According to Hashemi (2011), cultural differences between the source language and target language, the difficulty of learning a foreign language, many assignments, examination, and the anxiety experienced when speaking English are burdens that cause stress for English Education students when studying a foreign language. Besides that, difficulty in understanding English lesson, fear of communication, boring teaching method by lecturer, and afraid of a mistakes and anxiety of being laughed by friends are also things that make students experience academic stress while learning a foreign language (Anthony & Wilang, 2023)

Based on the background, it was clear that the 1st year and the 2nd year English Education students feel differences when entering university, such as having a lot of assignments and feeling nervous during presentation in front of class. Besides that, lecturer's teaching methods and anxiety during exam are also felt by the 1st year and the 2nd year English Education students. Therefore, it was needed to conduct this study.

B. Identification of the Problem

Academic Stress may occur in the 1st year and 2nd year English Education students. From preliminary data were found that all four students were anxiety during exam and stay up late while working on assignments. Furthermore, they also experienced having a lot of assignments at the beginning of the study and felt nervous during presentation in front of the class. This caused two of students to lose interest in some courses. In addition,



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one of the students mentioned feeling differences between high school and university, such as achieving higher grades in high school, lecturer's teaching methods, competition with peers, and worry about not finding a suitable group mate. Based on the problem identified, it was necessary to find out the level of academic stress in the 1st year and the 2nd year of English Education Students.

C. Limitation of the Problem

Due to researcher's limited resources, knowledge, time, and finance, so the researcher needs to limit the problem and just focus about the identification of Academic Stress in the 1st year and 2nd year of English Education Students at UIN Suska Riau.

D. Formulation of the Problem

Based on the limitation of the problem above, the researcher formulates the problem in research as follow:

- a. How is the level of academic stress in the 1st year and 2nd year of English Education students at UIN Suska Riau?
- b. Is there any significant difference of the academic stress between the 1st year and the 2nd year of English Education students at UIN Suska Riau?

E. The Objective of the Study

- a. To describe the level of academic stress in the 1st year and the 2nd year of English Education students at UIN Suska Riau.



- b. To examine whether there is a significant difference of the academic stress between the 1st year and the 2nd year of English Education students at UIN Suska Riau.

F. The Significance of the Study

This research has theoretical and practical significance. Theoretically, this study useful to knowing the importance of understanding academic stress and the factors that cause so that students do not experience high level of academic stress (Kassler et al., 2007). Practically, this research is useful for lecturer, students, and researcher. For lecturer, the result of this study useful to help lecturer find out the academic stress in the 1st year and the 2nd year of English Education students. For students, the result of this study useful to describe academic stress in the 1st year and the 2nd year of English Education students. For Researcher, researcher hopes this research gives benefits and contributes to the development of knowledge on the academic stress.

G. Definition of the Terms

1. Academic Stress

Academic Stress is a type of stress caused by academic challenge (Krishan, 2013). Academic stress is defined as a response that arises due to the multitude of demands that students need to fulfill (Olejnik & Holschuh, 20007). It also described as a pressure felt by students in school or university due to various demands that need to be completed but might not align with the students' abilities (Sun et al., 2011). In this research, the

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academic stress studied was in the 1st year and 2nd year of English Education students.

2. First-Year Students

According to Meriam-Webster (2020), first-year is a student in the first year as at high school or university. Besides that, first-year is a student in the first-year of high school, college, or university (Cambridge Dictionary, 2013). A first-year is a student at a university or college (Oxford Learner's Dictionary, 2011). In this research, the 1st year of English Education students are in the second semester.

3. Second-Year Students

According to Cambridge Dictionary (2013), second year is a student studying in the second-year of a course at a university or high school. Besides that, second-year is a student in the second-year at university or 4 year secondary school (Meriam-Webster, 2020). When students enter the second-year, they undergo a stage of focused exploration. During this stage, most students spend a lot of time self-reflecting, making independent decisions, and taking responsibility for student individual future (Schaller, 2005). In this research, the 2nd year of English Education students are in the fourth semester.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Concept of Stress

The term of stress exists since the early 14th century, but it is often referred to as difficulty and heavy suffering (Lazarus, 1984). From the 18th century until the early 19th century, the word of stress is understood as force, pressure, tension, or effort (Hinkle, 1974). In the 19th century, the term stress is first linked to human condition in scientific studies in 1930 (Lyon, 2012). During the 19th to 20th century, the concept of stress began to be conceptualized as a cause of physical and psychological health problems.

Stress is one of the unpleasant things related to human life. The discrepancy between a person's ability to meet the demands of the environment is also called stress (Malach-Pines & Keinan, 2007). This means that there are always environmental or social demands that must be met by everyone. The inability of a person to meet these demands makes uncomfortable and can causes stress.

According to Harrington (2012), stress is a form of cognitive, affective, physiological, and behavioral reactions in human as a result of threatening situations. Stress can disturb a person's psychological condition, leading to a negative mood, affecting cognition, physical health, and person's immune system (Matsumoto, 2009). In same line with the statement above, Lazarus & Folkman (1984) state that stress is person feels

a difference between demands physical with biological, psychological, or social resources. In other words, stress can cause physical and mental disruptions that involve a person's psychological (mental health) and impact their quality of life (VandenBos, 2015).

Moreover, according to Butt et al. (2003) stress is an imbalance between physical and psychological demands and the ability to meet them. Stress can also be defined as an individual's response to external pressures and demands that impact their physical and psychological well-being (DeFrank & Ivancevich, 1998). Furthermore, Suldo et al. (2009) argue that stress is the feeling of pressure that an individual experiences when facing demands from within themselves or from environment. Emphasizing on an individual's emotions, Folkman (2013) defines stress as a condition that an individual experiences when there is an excessive emotional demand that makes it difficult for them to function effectively.

Based on the explanation above, it can be summarized that the term stress has been around since the 14th century, which means difficulty or severe suffering. Stress is an unpleasant thing related to human life. Stress can be defined as a physical and psychological disturbance in an individual as a result of pressure. Additionally, stress also means an imbalance between demands and the ability to meet.

Besides that, the stress experienced by students not only has negative impact (distress) but also has positive impacts (eustress). According to Le Fevre et al. (2003) stress is divided into two types, namely Positive Stress

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(eustress). The positive stress (eustress) occurs when stress does not exceed the maximum level. This positive stress is considered as healthy stress, having positive impact, and being constructive. Positive stress can also improve biopsychosocial health and facilitate an individual's performance.

Next is Native Stress (distress). The negative stress (distress) occurs when stress exceed the maximum level. This negative stress is considered as unhealthy stress, having negative impact, and being destructive. Negative stress can cause biological, psychological, and social problems and even serious for some individuals.

Furthermore, the stress has several aspects. According to Sarafino & Smith (2011), stress has two aspects. The first aspect is Biological Aspect. The biological aspect consists of three stages: 1) Alarm Reaction is the first stage of the body's response (fight or flight) which is useful to mobilize the body's resources such as a faster heartbeat; 2) Stages of Resistance is the stage where the body begins to adapt to the stressor, but at this stage individuals can vulnerable to health problems, such as stomach ulcers, high blood pressure, asthma, etc; 3) Stage of Exhaustion is a physiological tension where the body is unable to withstand the stressor, making the immune system weaken and causing stress.

The second aspect is Psychosocial Aspect. The stressors can produce psychological and social changes in individuals. These changes include are Cognitive. The cognitive in the stress can disrupt an individual's cognitive function, such as difficulty concentrating during exam, forgetfulness,

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difficulty making decisions, worrying about unimportant things, and worrying about the future. The next is Emotion. The emotion tend to be inseparable from stress, such as nervousness, sadness, depression, lethargy, poor sleep habits, and self-blame. And the last is Social Behavior. Stress can change an individual's behavior toward others. Individuals who feel stressed tend to be less friendly and insensitive to others, such as being less social, hostile towards others, and insensitive.

Moreover, Cox et al. (2000) explain that there are four types of effects caused by stress. The first is Psychological effect, which is personally experienced consequences related to emotional aspects, such as easily getting angry, feeling sad, being easily offended, losing a sense of humor, experiencing anxiety, being easily disappointed, feeling fearful, and panic. The second is Physiological effect, which is consequences related to bodily functions manifested as physical complaints, such as headache, insomnia, fatigue, cold sweat, and loss of appetite.

The third is Cognitive effect, which is consequences that affect thinking processes including difficulties concentrating, easy forgetfulness, negative thinking, loss of hope, feeling worthless, not enjoying life, and having trouble making decisions. And the fourth is Behavioral effect, which are easily observable consequences manifested as specific behavior, such as nervousness, preferring solitude, frequently neglecting tasks, and even engaging in deviant behavior, such as alcohol and drug abuse.

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2. Academic Stress

Stress is a psychological disorder that most people in a group, including students (Gomathi et al., 2012). Stress has become a common occurrence among students in the learning environment, both in school and university (Ratharishnan et al., 2022). Stress that arises from the learning environment in both school and university is also known as Academic Stress (Aina & Wijayati, 2019). Academic stress is stress related to education caused by academic demands that arise when a person is studying (Weidner et al., 1996).

According to Alvin (2007) & Gusniarti (2002), academic stress is a condition that arises from the pressure of facing challenging academic situations among students which leads to subjective perception of inability to cope with it. Academic stress is also defined as a condition where students cannot handle academic demands and view them as disturbances. In line with the statement above, Wilks (2008) explains that academic stress is the academic demands that exceed an individual's ability to handle it. Additionally, academic stress is also interpreted as an expectation for increased academic achievement, both from parents and teacher. This expectation is often not in line with the abilities of the students (Taufik & Ifdil, 2013; Muharrifah, 2009).

You (2018) state that academic stress is defined as a condition where the demands of the academic environment are perceived as greater than the ability to cope with those demands, causing psychological and biological

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changes. Moreover, academic stress is one part of distress caused by negative thinking of students towards academic demands in school and university (Nurmalasari et al., 2016). Stress that arises from the teaching and learning process or other learning related activities and also from peer pressure is also known academic stress (Oktamiati & Putri., 2013).

Academic stress experienced by an individual due to academic demands is characterized by various reactions, namely physical, cognitive, emotional, and behavioral reactions (Goliszek, 2005). According to Krishnan & Sequeira (2007), academic stress arises due to students' cognitive reactions to academic demands that exceed available internal or external resources. Likewise, De Deyn (2008) defines academic stress as pressure and emotional reactions that occur due to painful campus life demands. These emotional reactions can take the form of anxiety, lack of concentration, apathy, pessimism, being silent, lazy, daydreaming, and often being angry or aggressive.

Based on the explanation above, it can be concluded that academic stress arises from the learning environment, both in school or university, caused by academic demands that the limit. Academic stress is a condition where is an imbalance between the existing academic demands and the ability to handle it. Academic stress can cause physical, cognitive, emotional, and behavioral reactions in students who experience. These reactions arise due to academic pressure or peer pressure.

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Factors of Academic Stress

Academic stress among students has long been researched and researchers have identified stress factors experienced by students, such as too much homework, competition with other student, failure, lack of pocket money (Fairbrother & Warn, 2003), poor relationships with other students or lecture, family issues. In addition, other factors causing academic stress are sitting in class for extended periods of time, poor performance, poor interpersonal relationship, inadequate or lack of resources, inadequate time to perform particular assignments, poor working conditions, overcrowded work stations, excessive paperwork, and many others (Ornelas & Kleiner, 2003; Jaramillo et al., 2005; Verment & Steesma, 2005; Ongori, 2007; Topper, 2007; Ongori & Agolla, 2008).

According to Bedewy & Gabriel (2015), there are four factors of academic stress that need to be known. The first factor is Pressure to Perform.

This factor is related to high academic expectations placed on students. These expectations can come from oneself or from the surrounding environment, such as family or lecture. For example include pressure from competitive peers, parental expectation, and critical comments from teacher or lecture about student's performance. High academic expectations can lead to a constant sense of apprehension and self-doubt among students, intensifying academic stress.

The second factor is Perceptions of Workload and Examination. This factor is related to students' perceptions of all forms of academic demands and

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exam. For example include excessive assignment and concerns about failing exam. Concerns about failing exams can be very scary. The fear of poor performance in a test can create a sense of fear and anxiety that affects a student's ability to concentrate and study effectively.

The third factor is Self-Perception. This factor is related to positive self-perception of academic ability. This perception arises when students are able to meet academic demands. For example include academic self-confidence and confidence in succeeding as a student in future career, as well as confidence in making the right academic decisions. A strong sense of academic self-confidence not only enhances student's performance but also fosters a positive outlook on students' future academic and career prospects. This confidence can be a powerful motivator, reducing academic stress, and promoting a resilient mindset.

The last factor is Time Restraints. This factor is related to the limited time given by teachers to complete assignments or when studying in class. The limited time to complete assignments or studying in class can results in students feeling rushed and overwhelmed. Students may struggle to absorb and retain the necessary information, hindering the overall learning experience.

Besides that, Suldo et al. (2009) explain that there are several academic stress factors, namely Academic Requirements. The academic requirements come in various forms, those are completing academic tasks, such as daily quizzes, weekly assignments, and Mid Term and Final Exam, managing time effectively to meet academic responsibilities, and feeling pressure from oneself, peer, or lecturer to achieve higher academic success. Academic



Requirements can also extend beyond the classroom. Students may get involved in research projects, group presentations, or extracurricular activities that all of which demand time and attention. Balancing these with coursework assignments can be complex and can lead to academic stress.

Next is the Relationship between Parents and Students. The relationship between parents and students can be a significant factor contributing to academic stress. This can stem from a range of conflicts between parents and students, such as challenges related to time management and the student's responsibilities at home. Differing expectations regarding academic performance and future career choices can cause conflict within the parent-student relationship. Parents often have high hopes and aspirations for children's success, which can translate into increased pressure on the students to meet these expectations. These conflict and pressure related to parental expectations can further exacerbate academic stress and affect a student's well-being.

Furthermore, other factor of academic stress is Unpleasant Early Adulthood Experience. Another factor that contributes to academic stress among students is changes in their lifestyle during early adulthood that may have been unpleasant. These can take many forms, including concerns about safety, adjusting to university life after leaving high school, the loss of a family member, and drug abuse. The transition to university can also involve the development of new social circles and relationships which can be both exciting and stressful. Building a new support system and finding a sense can all impact a student's well-being.

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Moreover, other factor of academic stress is Peer Relationship. One common cause of academic stress is related to interaction with peer. This can manifest in various ways, such as facing difficulties in relationship with close friends, feeling uncomfortable in social situation with peer, and experiencing pressure or even threats from friends. Peer-related academic stress can also arise from the competitive nature of academic environments. Students may feel compelled to outperform peers, which can lead to unhealthy competition and increased anxiety.

In the next is Family Problems. Family problems are one of the factors academic stress for students that can significantly impact a student's ability to focus and perform well academically. The example of these problems may include conflicts between parents, divorce or separation of parents, other family problems that may be affecting the student's life, and financial instability within the family can add an extra layer of stress. These financial concerns can divert attention away and affect students' academic performance.

Then, other factor of academic stress is Extracurricular Activities. Extracurricular activities can also be factor of academic stress for students. This may include anxieties related to lacking skills in sports or the arts and difficulties managing time between academic and extracurricular. Students who engage in extracurricular activities often find juggling multiple responsibilities from attending practice sessions and participating in competitions or events. This can result in time constraints that make it challenging to meet academic deadline and study effectively.

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For the last factor is Academic Endeavour. Academic stress can stem from various challenges that students face in meeting academic obligations. This may include difficulties related to students' proficiency and skill, such as struggling to understand course material or complete assignments to high standard, missing classes, and other instructional activities.

According to Octasya & Munawaroh (2021), argue that the factors causing academic stress in students are divided into two categories, namely Internal and External.

a. Internal

In the internal category there are three factors that cause academic stress. The first factor is Mindset. Academic stress is a common challenge faced by students. One of the key factors contributing to academic stress is the feeling of not having control over the situation. When students perceive that students cannot control or manage the demands of coursework, it often leads to heightened stress levels. So, the more control the students has over academic stress, the lower the likelihood the stress experienced by the students.

The second factor is Personality. An intriguing aspect of how students experience academic stress is the role of personality. Optimistic students characterized by positive outlook, tend to exhibit lower levels of academic stress compared to students more pessimistic. This suggests that one's personality and mindset play a pivotal role in how students perceive and handle the challenges of student educational journey.

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And the last factor is Beliefs. Students who have great beliefs are more likely to face academic challenges with self-confidence. This positive self-belief not only boots students overall academic performance but also reduces the anxiety and stress associated with students. Meanwhile, in the external category there are also three academic stress factor

b. External

Meanwhile, in the external category there are also three academic stress factors. The first factor is Lessons are Denser. The curriculum in the education system is increasingly high. As a result, students today face an increasingly high-stress environment. The pressure to excel academically has led to heightened competition among students, pushing students to strive for top positions in study. This intensifying competition combined with the need to dedicate more time to studying and an ever-increasing assignment increase academic stress in students.

The second factor is Pressure to Achieve High Grade. Pursuing academic success often puts students under pressure, especially when it comes to getting high scores on exams. This pressure comes from various sources, including parents, teacher, and peers. A student's desire to excel in studies, get a scholarship, or be accepted into the best university can lead to a primary focus on exam results.

And the last is Promotion of Social Status. Throughout history, education has held a prominent role as a symbol of social status. The level

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of one's academic qualifications often carries significant weight in how society views and values individuals. Those with higher education credentials are typically accorded a level of respect and admiration, while individuals without advanced degree will be looked down upon. This dynamic highlights the complex relationship between education and social status.

In the same line, Bashir et al. (2019) explains that there are six broad categories of academic stress, namely the first category is Academic Related Stressor. Academic Related Stressor can impact students' well-being. As the semester progresses, students often find grappling with an ever-increasing academic workload. The assignments and readings can become daunting, leaving students feeling overwhelmed and stretched thin. Besides that, difficult in understanding learning material, competitive learning environment, anxiety during exam, and low grades can cause academic stress in students.

The second category is Interpersonal Related Stressor. Conflict with peers and family members can also cause to the stress experienced by students. Interpersonal conflicts can arise from a variety of sources, such as disagreements over academic choices, personal relationships, or financial matters. These conflicts can distract, making it difficult for students to focus on study. The strain from these conflicts can affect not only a student's mental well-being but also ability to engage effectively in academic pursuits.

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The third category is Intrapersonal Related Stressor. Internal conflict is a common Intrapersonal Related Stressor. Students often wrestle with feelings of inadequacy, low self-esteem, and a lack of confidence in ability. This self-doubt can undermine motivation and hinder academic progress. At the same time, a strong desire to excel academically can increase the pressure placed on oneself. Addressing intrapersonal related stressor is essential to help students develop a healthier relationship with oneself.

The fourth category is Group Social Related Stressor. One common source of stress for students is Group Related Stressor. When students are required to presentation in front of the classmate, students often experience feelings of embarrassment and nervousness because being in the spotlight during a presentation. Additionally, working in a group is not easy because many differences of opinion among group members. These interpersonal challenges can contribute to increased feelings of stress that impact individual and group dynamics.

The fifth is Learning and Teaching Related Stressor. Learning and Teaching Related Stressor is a factor that can impact students' educational experiences. One common stressor is the lack of motivation to learn. When students struggle to find a purpose or relevance in the study, it can lead to feelings of apathy and disinterest in the learning process. Moreover, difficult and boring teacher teaching and learning method, a lack of feedback from teacher, and insufficient appreciation of students' work can make academic stress.

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In the last is Teacher Related Stressor. Teacher Related Stressor can have an impact on the learning experience of students. One common source of dissatisfaction among students is the perceived teaching abilities of the lecturer. When students feel that lecturer is not effectively conveying the course material, this can hinder students' understanding of the lesson material. Effective teaching is crucial for students' academic success and when students sense a lack of it, it becomes a new source of academic stress.

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Level of Academic Stress

According to the Psychology Foundation of Australia, there are three levels of academic stress. The first level is Low stress. At this level, individuals feel very minimal or even on pressure in facing academic assignments. Students feel relaxed and confident in completing assignment without feeling burdened.

The second level is Moderate Stress. The moderate stress is stress that lasts for several hours to a few days. For example of moderate stress include lack of sleep, exam, a considerable amount of coursework, easily feeling tired, restlessness, and anxiety

The third level is High stress. The high stress is stress that can persist for several weeks. For example of high stress include financial problem during study, conflicts with peers, high expectation from parents, prolonged feelings of sadness

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Besides that, Rasmun (2004) explains that there are three levels of academic stress. The first level is Low Stress. The low stress can occur for just a few hours. This low stress can be experienced by anyone, for example is forgetfulness, stay up late, anxiety about exam, and feeling nervous during presentation.

The second level is Moderate Stress. The moderate stress lasts longer than low stress. For example of moderate stress include having many assignment that must be completed on time and examination. And the last level is High stress. The high stress can persist for several weeks. For example of high stress include financial management difficulties, the need for critical thinking, and disappointment with exam scores.

According to Nepali (2021) explains that there are negative impacts of academic stress on students. The first is Mental Health. Academic stress can lead to a decrease in well-being and the development of anxiety or depression.

Students who are under academic pressure perform poorly in school or university. Many previous studies have found that students who report low academic performance also report low levels of mental health and high levels of stress

The second is Substance Abuse. Academic stress can cause individuals to engage in substance abuse. According to survey of eleventh grade students in the United States, students who reported high levels of sustained stress, especially in terms of academic performance, also reported high levels of drug and alcohol. This indicates that when academic stress levels are high, students are more likely to turn to substance abuse.



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Moreover, other impact of academic stress is Sleep. Academic stress causes a lack of mental well-being will affect the quality of sleep for students. Students may have to stay up all night to study and complete assignments before deadline. This can cause some students to experience insomnia.

In the next is Physical Health. High levels of academic stress put students at risk for physical health problems. According to a Systematic Analysis of Prospective research, people who are anxious, such as during exam periods, tend to be physically inactive. Additionally, poor lifestyle habits due to stress can lead to the development of non-communicable diseases, such as metabolic syndrome, obesity, and insulin sensitivity disorders increased hunger and weight gain.

For the last impact is Academic Achievement. According to the World Health Organization (1996), to effectively engage in school, students must be emotionally health and comfortable. If students experience academic stress, it can impact to grade, performance, and classroom engagement. Studies have shown that the higher the level of stress, the lower the academic achievement.

B. Relevant Research

Previous research on academic stress among students has been conducted in different context. This study is presented as follows:

1. Research in Indonesia Context

Previous research on Academic Stress among students has been conducted in different context, namely in the Junior High School, Fathiyah (2021) conducted a research to determine the sources of academic stress.



This study employed a quantitative method in four Junior High Schools with a sample of 202 students. The results of this study showed that 98% of students had experienced Academic Stress. Additionally, there were several stress sources most frequently reported by students, namely the biggest source of Academic Stress come from the subject matter (26.7%). The reason most often cited by students was the difficulty of understanding the material. The second source of stress is exam and teachers (16.8%). The students consider exam as a source of stress because the test items are difficult to work on, while teachers are seen as a source of stress because they sometimes are angry, emotional, impatient, and boring. The fourth source of stress is homework (14.9%) which is perceived as too much.

At the Senior High School, Izzati et al. (2020) also conducted a study on the construct validity and construct reliability of the Academic Stress scale, examining the components and indicators that contribute to the development of Academic Stress variables. This research used a quantitative method with a sample of 140 students. The results of his research indicated that all components and indicators were able to reflect and build Academic Stress variables, namely Biological, Cognitive Psychosocial, Emotional psychosocial, and Psychosocial Behavior.

At the University, specifically in the Faculty of Nursing, Pratiwi et al. (2021) conducted a research on the relationship between self-regulated learning and academic stress among first year students. This study utilized a quantitative correlation method with a cross sectional approach, aiming to understand the self-regulation in the learning process and the level of

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Academic Stress experienced by first year students. The research findings indicated that first semester nursing students exhibited a high level of self-regulated learning and a low level of Academic Stress. Additionally, the results also demonstrated a relationship between self-regulated learning and academic stress among first year students in the Faculty of Nursing.

Furthermore, Octasya & Munawaroh (2021) conducted a qualitative research on the level of Academic Stress among guidance and counseling students during the pandemic. Data collection was done through interviews. The research findings showed that students experienced symptoms of Academic Stress that affected physical, emotional, behavior, and cognitive well-being as well as other factors, both Internal factors such as mindset and personality and External factors such as increased workload, pressure to perform at a high level, and the promotion of social status. Additionally, the level of students stress was found be quite high and increased when they received assignments from lecturers.

Pradana & Tentama (2020) conducted research on cognitive, emotional, and social behavior in reflecting Academic Stress among psychology students. The research aimed to test the construct validity and construct reliability of Academic Stress scale using Sarafino's theory and examine the aspects and indicators that contribute the formation of Academic Stress variables. This study employed a quantitative method with a sample of 60 students. The results of this study indicate that all aspects and indicators in Sarafino's theory are able reflect and shape Academic

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Stress. So, the measurement model based on Sarafino's theory is deemed acceptable.

Next, Nurcholis et al. (2023) investigated the Academic Stress scale among final year English students when writing their thesis during the Covid-19 Pandemic. The study employed a descriptive quantitative method with a sample of 57 students. The research findings showed the Academic Stress among final-year English students when writing thesis during the pandemic was at a high level (58.33%). Furthermore, the dominant indicator of the Academic Stress scale was students feeling stressed as a graduation deadline approached while thesis was unfinished (87.72%).

Syahril et al. (2021) also conducted a research on Academic Stress among final year students during the Covid-19 Pandemic. The research design employed a descriptive quantitative approach with a sample of 80 undergraduate students, 20 students at the master's level, and 30 doctoral students. The result of this research revealed that Academic Stress among final year students in the Covid-19 Pandemic was caused by factors, such as financial issues (difficulties in paying tuition fees), study conditions (challenges and inability to access reference in the library), and personal problems (conflicts with friends or partner and uncomfortable living arrangements).

For the last, Nopiyanto (2020) was investigating the level, sources, and types of Academic Stress among Physical Education students when writing thesis. This research utilized a descriptive quantitative method with a sample of 23 Physical Education students working thesis was in moderate category.

Conflict emerged as the primary source of stress with the highest value (23.43%) and the type of stress experienced by students was psychological stress (30.61%).

2. Research in other countries

In other countries, several studies have been conducted on Academic stress among students. The first study was conducted in the Netherland by Koppenborg et al. (2022) investigating Academic Stress, Mindfulness related constructs, and Symptoms of anxiety and depression among 190 international university students. The research findings indicated that when students experience anxiety and depression symptoms, Academic Stress increase. Otherwise, if students are able to employ mindfulness-related skills, such as self-compassion and psychological flexibility, the perceived Academic Stress is a low level.

In the next, Rathakrisnan et al. (2022) conducted a research on Academic Stress and life satisfaction as aspect of social sustainability among university students. This research utilized a quantitative method with a sample of 400 students that aimed to identify level of Academic Stress and Life Satisfaction, to know relationship between Academic Stress and Life Satisfaction, and to comparing differences in Academic Stress and Life Satisfaction by gender category. The research findings indicated that the most students have a high level of Academic Stress and Life-Satisfaction. Then, there is no significance relationship between academic stress with students life satisfaction, and there is no significance difference between academic stress and life satisfaction in both male and female.

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Moreover, Joseph et al. (2020) conducted a study about the level of Academic Stress and its coping mechanism among medical undergraduate students. This research employed a cross sectional design with a sample of 400 medical undergraduate students. The research findings indicated that the level of academic stress among medical students was at a moderate level (77.3%), while the coping mechanisms were at an average level (95%).

For the last, Giriya & Geetha (2019) conducted study on the level Academic Stress among B.Ed college students. This research utilized a quantitative method with a sample of 100 B.Ed college students. The research findings indicated that the B.Ed college students exhibited a moderate level of Academic Stress. Besides that, male and female students do not differ significantly in Academic Stress scores. The, rural and urban area students do not differ significantly. And Academic Stress scores Government aided and private B.Ed college students do not differ significantly in Academic Stress scores.

C. Operational Concept

In this research, the indicators of academic stress follow Lin & Chen (2009). They are:

1. Stress from Lecturer

Teacher stress is related to stressor that arises from the interaction between teacher and students, as well as policies made by teachers during the teaching and learning process. For example the form of exercise or assignment from some lecture is too difficult or excessive, too many

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assignments make it difficult for students to complete it, and it is quite hard to adapt to the teaching methods of the lecturers.

Stress from Result

Result stress is the stress condition felt by individuals toward the learning outcomes achieved. For example the parents think that the students are not serious about current study, worry about academic grades not meeting parents' expectation, and there are differences between grades at high school and university.

Stress from Test

Test stress is the anxious feeling related to academic tests faced by individual. For example the students worry about having to repeat mandatory courses and the material studied is different from what is on the exam.

4. Studying in Group Stress

Studying in Group Stress is the stress condition felt by individuals related to group learning. For example the students worry about not finding suitable group members and get nervous when presenting in front of the class.

Peer Stress

Peer stress is the stress condition that arises from individuals' interaction with the learning environment and with peers. For example there



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is hidden competition among classmates and worry that academic grades are not as good as those of classmates.

Time Management Stress

Time Management Stress is the individual's ability to manage study time to how maximum academic performance. For example it is difficult to balance academic activity with the organization that is being followed.

Self-inflicted Stress

Self-inflicted stress is the individual's perception of the ability to carry out the academic process, which will affect the academic performance shown. For example students feel that their level of learning is not good as their classmates and after entering university, students' performance is not as good as they imagined.

D. Assumption and Hypothesis

1. Assumption

In this research, the researcher assumes that the level of academic stress in the 1st year and the 2nd year is low level and there is no significance difference of the academic stress between the 1st year and 2nd year of English Education students.

2. Hypothesis

Based on the assumption above, the hypothesis of the research can be forwarded as follows:



- a. H_0 (null hypothesis): There is no significance difference of the academic stress between the 1st year and 2nd year of English Education students at a State Islamic University in Pekanbaru.
- b. H_a (alternative hypothesis): There is a significance difference of the academic stress between the 1st year and 2nd year of English Education students at a State Islamic University in Pekanbaru.



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CHAPTER III RESEARCH METHOD

A. Research Design

This research was a quantitative research. According to Gay et al. (2012) quantitative research is the collection and analysis of numerical data to describe, explain, and predict phenomena to interest. Besides that, describing a research problem through describing trends or explaining the relationship between variables is also called quantitative research (Creswell, 2012). This research employed a survey research design. Survey research is the collection of information from individual samples through respondents' answer to questions (Check & Schutt, 2012). According to Creswell (2012), survey research is where researchers collect data to describe the attitudes, opinions, behaviors, or characteristic of the population. Survey research involves gathering data to test hypothesis or answer research questions about a specific topic or issues (Gay et al., 2012). Survey data is collected by asking a series of questions of questions to members of a sample in the form of a questionnaire (Quantitative) or an interview (Qualitative) (Creswell, 2012).

B. Time and Location of the Research

The location of this research was at the English Education Department at State Islamic University of Sultan Syarif Kasim Riau on HR. Soebrantas Street, No. 155 Km. 15 Simpang Baru, Pekanbaru, Riau 28293. The research was conducted in January until February 2024.

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C. Subject and Object of the Research

The subject of this research was the 1st year students in the second semester and in the 2nd year students in the fourth semester of English Education Department a State Islamic University of Sultan Syarif Kasim Riau in the 2020/2021 and 2021/2022 academic year. And the object of the research was the Academic Stress among the students of the English Education Department at State Islamic University of Sultan Syarif Kasim Riau.

D. Population and Sample of the Research

1. Population of the Research

According to Creswell (2012), population is a group of individuals who have similar characteristics. The population also represents the group to which a researcher aims to generalize the result of a study (Gay et al., 2012). The population of this research consisted of 1st year in the second semester and 2nd year students in the fourth semester of the English Education Department at State Islamic University of Sultan Syarif Kasim Riau. In the second semester of the 1st year, there were four classes with a total number of 125 students. Meanwhile, in the fourth semester of the 2nd year, there were five classes with a total number of 146 students.

2. Sample of the Research

According to Creswell (2012), sample is a subgroup of the target population that is selected for research and used to make generalization to population. In this research, the population consisted of 125 first year

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students in the second semester and 146 second year students in the fourth semester of the English Education Department. The researcher used Stratified Random Sampling technique. Stratified Random Sampling is dividing the population into characteristics (strata/subgroups) and taking random samples from each stratum (Nalendra et al., 2021). The purpose of Stratified Random Sampling is to ensure subgroup within the population is proportionally represented in the sample. According to the Table of Determining Sample Size by Krejcie & Morgan (1970) with confidence level 95% and standard error 5%, if the population consisted of 125 students, a sample of 97 students was taken. And if the population consists of 146 students, a sample of 108 students was taken.

E. Technique of Data Collection

The data collection in this study was used to obtain information or data from variables studied. The instrument used in this study was questionnaire. Questionnaire is used to collect the written questions that must be answered by the selected research respondents (Gay et al., 2012). Questionnaire is a form used in survey design, which is completed and returned by the respondents to the researcher (Creswell, 2012). The questionnaire used in this research is the Academic Stress Inventory by Lin & Chen (2009). Validity testing is conducted to determine the questionnaire's validity using Expert Judgment. Meanwhile, Reliability testing is performed using the Cronbach's Reliability Test. Factor 1 shows 0.90, factor 2 shows 0.89, factor 3 shows 0.92, factor 4 shows 0.87, factor 5 shows 0.85, factor 6 shows 0.87, and factor 7 shows 0.86. The overall Academic Stress Inventory has a value of 0.90.

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F. Technique of Data Analysis

This research used Descriptive Statistics and Inferential Statistic analysis technique in SPSS 21.00 for windows. Descriptive Statistic helps identify general tendencies in the data (mean, median, mode), the spread of scores (variance, standard deviation, range), or comparison of how one score related to all others (z scores, percentile rank) (Creswell, 2012). On the other hand, Inferential Statistics is employed to evaluate the likelihood of the results obtained from a sample or the same results that would have been obtained for the entire population (Gay et al., 2012). In short, it assesses how well the sample results can be generalized to the population. Inferential Statistics is also used to test research hypotheses. Hypothesis testing is a process where researchers assess the outcomes of a study in relation to researchers' original expectation, so that researchers can make decisions based on the finding (Gay et al., 2012). In short, hypothesis testing is the process of determining whether to reject the null hypothesis or not.

Table III.1

Categorization Formulas

Formulas	Category
$X \leq M - 1,5 SD$	Very Low
$M - 1,5 SD \leq X < M - 0,5 SD$	Low
$M - 0,5SD \leq X < M + 0,5 SD$	Moderate
$M + 0,5SD \leq X < M + 1,5 SD$	High
$X \geq M + 1,5 SD$	Very High

(Azwar (2012))

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CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

The aim of this research is to describe the level of academic stress in the 1st year and the 2nd year and to examine whether there is a significant difference of the academic stress between the 1st year and the 2nd year of English Education students. This research was conducted at State Islamic University of Sultan Syarif Kasim Riau. The participants of this research were the 1st year students in the second semester and the 2nd year students in the fourth semester. Based on the finding, the researcher concluded that the answer of the formulation of the problem as follows:

1. The level of Academic Stress in the 1st year of English Education Students at State Islamic University of Pekanbaru was in the low category, with 50 students (51.5%) and the level of academic stress in the 2nd year of English Education Students at State Islamic University of Pekanbaru was also in the low category, with 48 students (44.4%).
- There was no a significant difference of the Academic Stress level between the 1st year and the 2nd year of English Education Students at State Islamic University of Pekanbaru.

B. Suggestion

Based on the research conclusion above, the researcher would like to give some suggestion as follows:

1. Suggestion for the Students

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It is important for students to recognize own abilities in order to effectively manage academic stress. Proper stress management not only helps reduce perceived stress, but also helps improve overall well-being, even when facing demanding tasks and heavy academic burdens.

2. Suggestion for further Research

For further researcher who may be interested in conducting research related to academic stress may consider other variables, such as academic stress in the final-year students. Besides that, this study uses a survey quantitative research method and it is suggested that further researcher may use other research method, such as qualitative research to more in-depth understanding of academic stress in students and its contributing factors.

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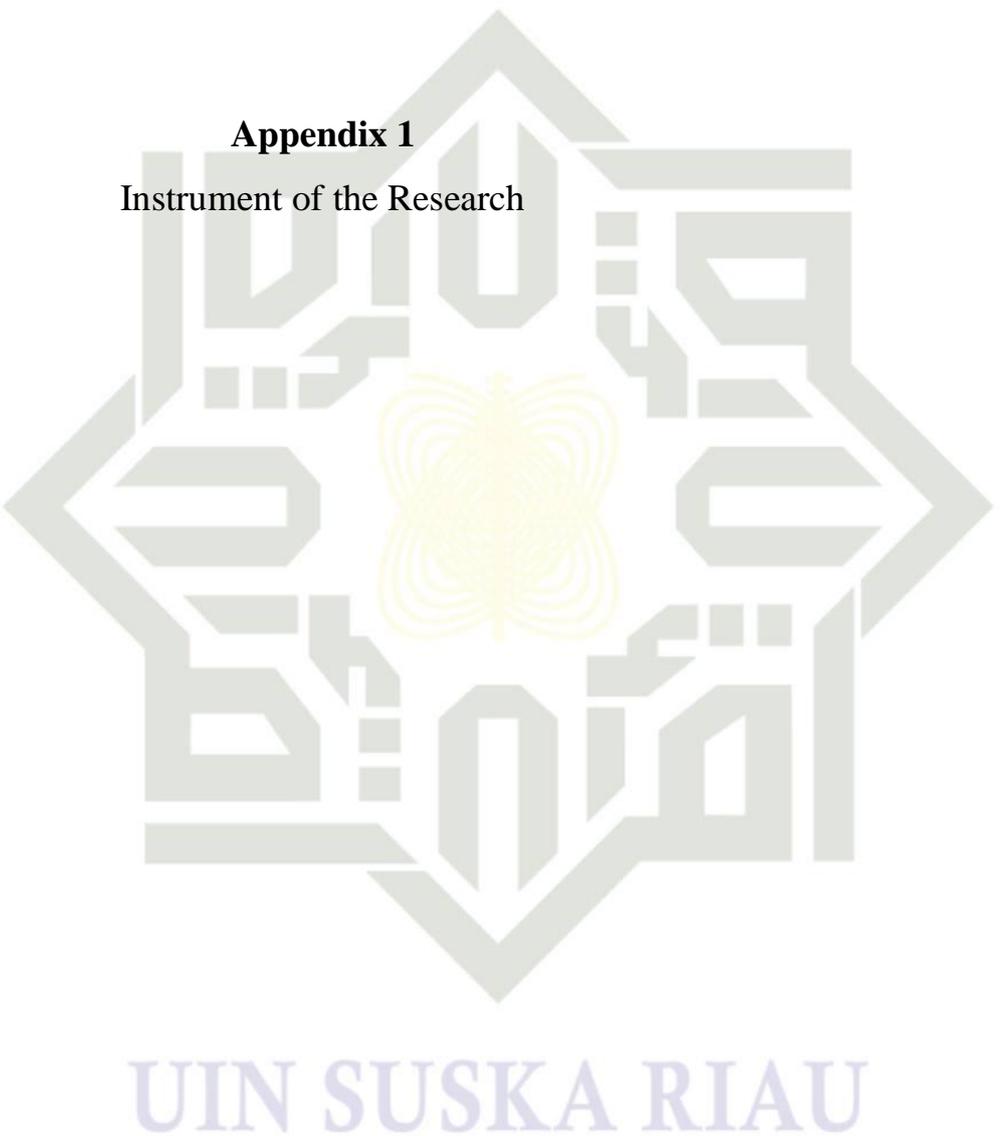
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Appendix 1

Instrument of the Research



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UIN SUSKA RIAU

Questionnaire on Identification of Academic Stress in the 1st Year and the 2nd Year of English Education Students at State Islamic University of Pekanbaru

Petunjuk Umum:

1. Survey ini dilakukan untuk memperoleh data mengenai identifikasi *Academic Stress* mahasiswa selama masa perkuliahan pada tahun pertama dan tahun kedua sebagai tugas akhir (skripsi) pada program S1 Pendidikan Bahasa Inggris Universitas Islam Negeri Sultan Syarif Kasim Riau.
2. Angket ini terdiri dari satu bagian angket yang merupakan angket tertutup tentang *Academic Stress* mahasiswa selama masa perkuliahan pada tahun pertama dan tahun kedua.
3. Angket ini bukanlah tes sehingga tidak ada jawaban yang benar atau yang salah dan tidak akan mempengaruhi nilai dan status anda di kampus. Oleh karena itu, isilah angket ini sesuai dengan pendapat, perasaan, dan keadaan yang anda alami dengan sebenar-benarnya.
4. Apapun jawaban anda akan menjadi rahasia yang hanya akan diketahui oleh peneliti saja.
5. Mohon diisi dengan sungguh-sungguh karena jawaban anda akan menentukan keberhasilan peneliti.
6. Terima kasih atas bantuannya.

Petunjuk Khusus: Silahkan tandai (ceklis) pada salah satu yang sesuai dengan pendapat, perasaan, dan keadaan yang anda alami dengan sebenar-benarnya.

*SA = strongly agree; A = agree; N = neural;
SD = strongly disagree; D = disagree*

Data Pribadi:

1. Nama :
2. Umur :
3. Jenis Kelamin :
4. Prodi :
5. Semester :
6. Kelas :
7. No. Hp :

No	Identification of Academic Stress	SA	A	N	D	SD
<i>Factor I: Teacher stress</i>						
1	I feel that the forms and content of exercises and reports of some teachers are too strict. <i>(saya merasa bentuk dan isi latihan serta tugas akhir dari beberapa dosen terlalu sulit)</i>					
2	I feel that the exercises and reports of some teachers are too difficult. <i>(saya merasa bahwa latihan dan tugas akhir dari beberapa dosen terlalu sulit)</i>					

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3	I feel that the exercises and reports of some teachers are excessive. <i>(saya merasa bahwa latihan dan tugas akhir dari beberapa dosen terlalu berlebihan)</i>					
4	I feel that I do not understand a lot about some teachers' teaching content. <i>(saya merasa bahwa saya tidak banyak memahami materi pengajaran dari dosen)</i>					
5	Some teachers provide too much data. This causes me to be unable to finish studying and to assimilate the knowledge. <i>(beberapa guru memberikan terlalu banyak tugas. Hal ini membuat saya sulit menyelesaikannya dan menyerap pengetahuan)</i>					
6	I feel a lot of pressure because some subjects use foreign language books. <i>(saya merasa banyak tekanan karena beberapa mata kuliah menggunakan buku berbahasa asing)</i>					
7	I feel that I am not able to adapt to some teachers' teaching methods <i>(saya merasa bahwa saya kesulitan beradaptasi dengan metode pengajaran dari beberapa dosen)</i>					
8	I feel that once I got into university, I could not keep up with the speed of the teachers' instruction. <i>(saya merasa bahwa ketika saya masuk universitas, saya tidak bisa mengikuti kecepatan mengajar dosen)</i>					
9	In some courses, I have to spend a lot of time looking for data and information. <i>(pada beberapa mata kuliah, saya harus menghabiskan banyak waktu untuk mencari informasi tentang mata kuliah tersebut)</i>					
<i>Factor 2: Result stress</i>						
10	I feel that my parents think that I am not serious with my studies. <i>(saya merasa orang tua saya berpikir bahwa saya tidak serius dengan studi saya)</i>					
11	I have conflicts with my parents due to my academic results. <i>(saya mengalami konflik dengan orang tua saya karena hasil akademis saya)</i>					
12	I feel that there is vast difference between my current results and high school results. <i>(saya merasa ada perbedaan yang besar antara nilai saya sekarang dengan nilai di sekolah menengah)</i>					
13	I worry that my academic results will not meet my parents' expectations. <i>(saya khawatir hasil akademis saya tidak memenuhi harapan orang tua)</i>					
14	I feel that the results of my recent tests are imperfect and have regressed. <i>(saya merasa bahwa nilai ujian terbaru saya tidak sempurna dan mengalami kemunduran)</i>					



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<i>Factor 3 : Tests stress</i>					
15	I do not get good enough sleep at night because I worry about tests. <i>(saya tidak mendapatkan tidur yang cukup di malam hari karena saya khawatir tentang ujian)</i>				
16	I stay up late before all the big and small tests. <i>(saya begadang sebelum memasuki masa-masa ujian)</i>				
17	I worry that I have to redo the compulsory courses in which I fail. <i>(saya khawatir jika saya harus mengulang mata kuliah wajib yang saya tidak lulus)</i>				
18	I feel that the tests and class content of some subjects are variable, which causes me to be unable to prepare adequately. <i>(saya merasa bahwa ujian dan materi yang dipelajari berbeda, sehingga sulit bagi saya untuk mempersiapkan diri)</i>				
<i>Factor 4 : Studying in groups stress</i>					
19	I often face problems as to how to share work with my classmates when some exercises or reports require group work. <i>(saya sering kali mengalami kendala dalam berbagi tugas dengan teman sekelas saat kerja kelompok)</i>				
20	When group work is required to complete an exercise or report, I worry that I will not be able to find a suitable group member. <i>(ketika kerja kelompok diperlukan untuk menyelesaikan tugas, saya khawatir tidak menemukan anggota kelompok yang cocok)</i>				
21	When I give a speech or presentation, I worry that my classmates will laugh at my inability to perform well. <i>(ketika saya memberikan pidato atau presentasi di depan kelas, saya cemas teman sekelas akan tertawa melihat ketidakmampuan saya berbicara di depan umum)</i>				
22	Sometimes, the words used by my classmates easily hurt my self-esteem or cause harm <i>(terkadang, kata-kata dari teman sekelas saya dapat melukai hati saya)</i>				
23	I feel nervous when I need to make a speech or give a presentation. <i>(saya merasa gugup ketika berpidato atau presentasi di depan kelas)</i>				
<i>Factor 5 : Peer stress</i>					
24	When I want to study on my own, I am often affected by my classmates' chatting. <i>(ketika saya ingin belajar sendiri, seringkali saya terganggu dengan obrolan teman)</i>				
25	I feel that my classmates are very noisy during class and this influences my class situations. <i>(saya merasa bahwa teman sekelas saya sangat berisik selama pelajaran berlangsung dan hal ini mempengaruhi situasi di kelas)</i>				
26	I feel that there is open strife and veiled				



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	struggles among classmates due to academic performance. <i>(saya merasa ada peselisihan terbuka dan perjuangan tersembunyi dari teman sekelas)</i>					
27	I am very worried that my academic results are not as good as those of my classmates are. <i>(saya sangat khawatir jika hasil akademis saya tidak sebagus teman sekelas saya)</i>					
<i>Factor 6 : Time management stress</i>						
28	I feel that I am not able to adjust and schedule the time between academic and social activities effectively. <i>(saya merasa bahwa saya tidak dapat menyesuaikan dan menjadwalkan waktu antara kegiatan akademik dengan organisasi secara efektif)</i>					
29	I feel that it is very difficult for me to find a balance between my academic and social activities. <i>(saya merasa bahwa sangat sulit bagi saya untuk menemukan keseimbangan antara kegiatan akademik dan oeganisasi)</i>					
30	I feel that the social activities and student association affect my academic work. <i>(saya merasa bahwa organisasi dan asosiasi mahasiswa berdampak pada akademik saya)</i>					
<i>Factor 7 : Self-inflicted stress</i>						
31	I feel that my learning level is not as good as that of my classmates. <i>(saya merasa bahwa tingkat pembelajaran saya tidak sebaik teman-teman sekelas)</i>					
32	I feel that I have so many courses that I am out of breath <i>(saya merasa bahwa saya memiliki banyak mata pelajaran sehingga saya kelelahan)</i>					
33	I feel that I have no interest in some subjects or academics <i>(saya merasa bahwa saya tidak memiliki minat dalam beberapa mata kuliah)</i>					
34	I feel that after I entered university, my performance was not as good as I had expected. <i>(saya merasa bahwa setelah saya masuk universitas, prestasi saya tidak sebagus yang saya bayangkan)</i>					

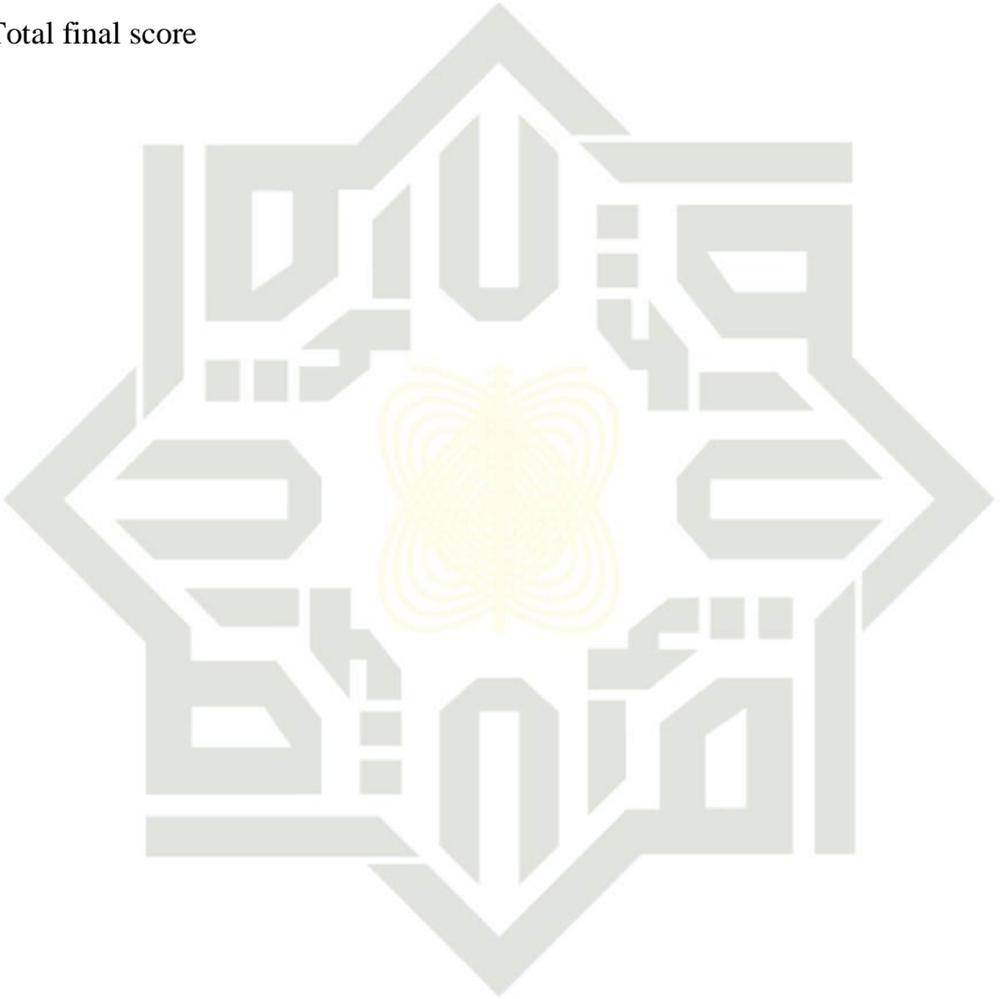
The technique for scoring the data:

<u>Identification of Academic Stress</u>	<u>SA</u>	<u>A</u>	<u>N</u>	<u>D</u>	<u>SD</u>
<i>Factor 1: Teacher stress</i>					
I feel that the forms and content of exercises and reports of some teachers are too strict. <i>(saya merasa bentuk dan isi latihan serta tugas akhir dari beberapa dosen terlalu</i>	5	4	3	2	1

	5	4	3	2	1
<i>sulit)</i> I feel that the exercises and reports of some teachers are too difficult. (saya merasa bahwa latihan dan tugas akhir dari beberapa dosen terlalu sulit)					
.....
.....
Total

Unfavorable Item = 34 items

The formula = Total final score

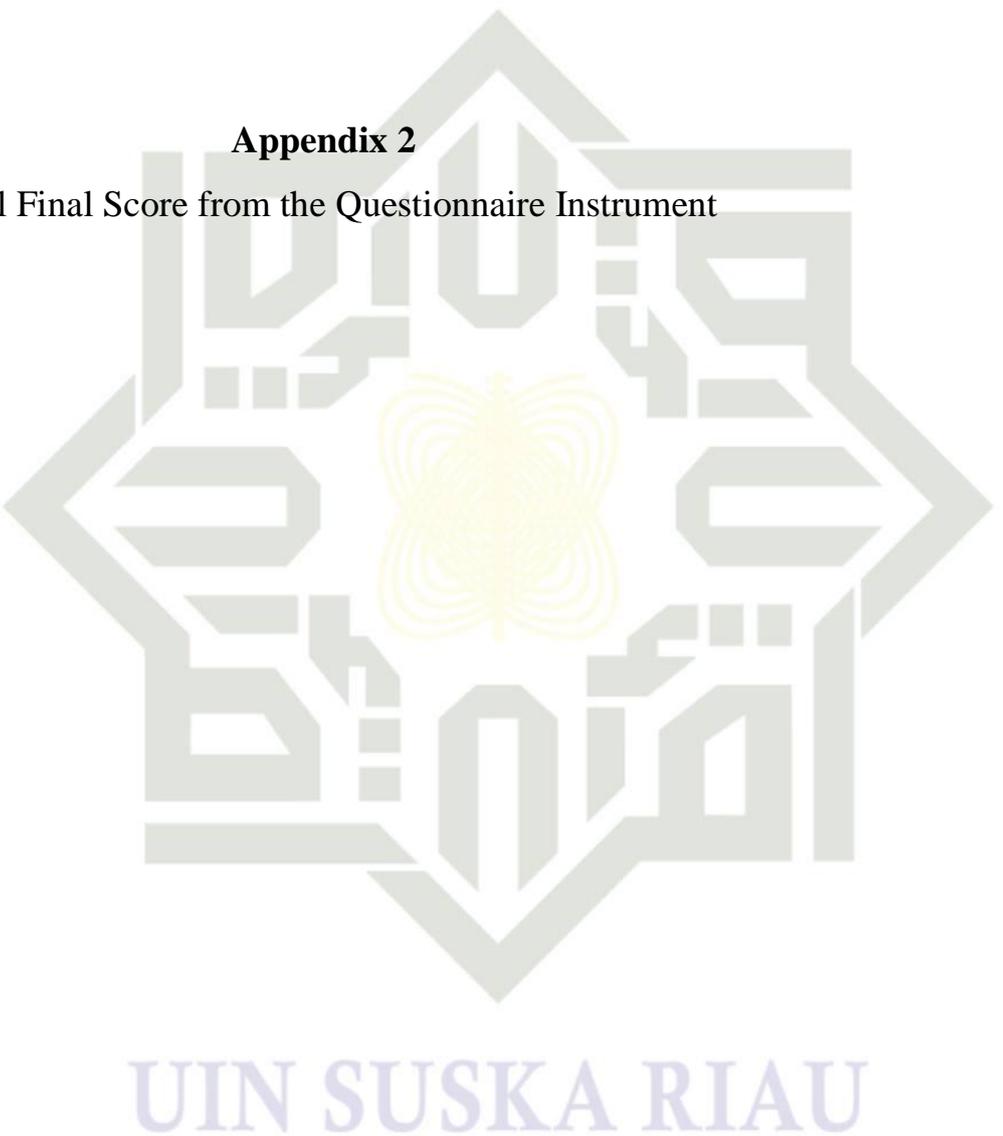


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Appendix 2

Total Final Score from the Questionnaire Instrument



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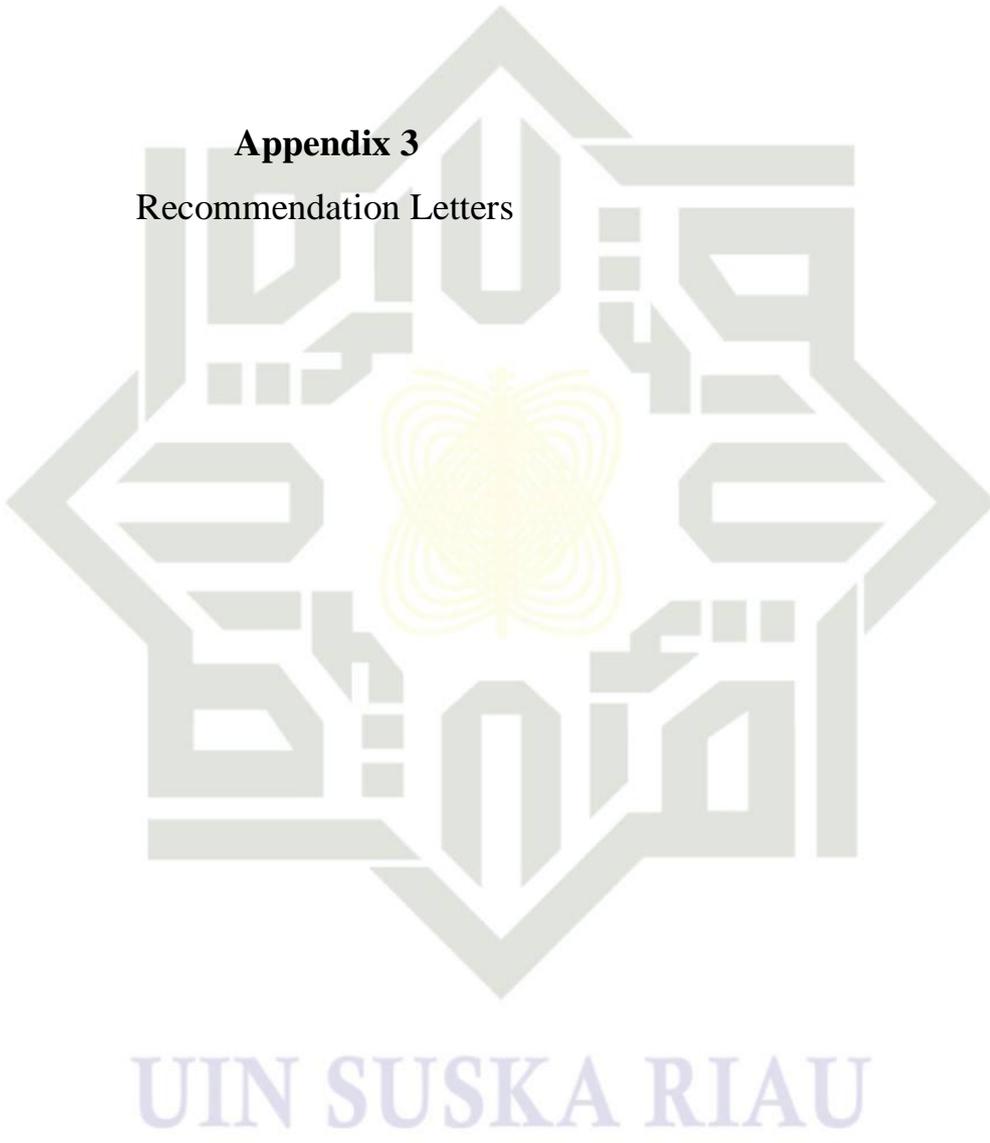
Total score of 1st year of English Education students

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No	Nama	Ujian 1	Ujian 2	Ujian 3	Ujian 4	Ujian 5	Ujian 6	Ujian 7	Ujian 8	Ujian 9	Ujian 10	Ujian 11	Ujian 12	Ujian 13	Ujian 14	Ujian 15	Ujian 16	Ujian 17	Ujian 18	Ujian 19	Ujian 20	Ujian 21	Ujian 22	Ujian 23	Ujian 24	Ujian 25	Ujian 26	Ujian 27	Ujian 28	Ujian 29	Ujian 30	Ujian 31	Ujian 32	Ujian 33	Ujian 34	Score	
1	Alvin	2A	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	68	
2	Alvin	2A	4	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	70	
3	Alvin	2A	2	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	68	
4	Alvin	2A	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	68		
5	Alvin	2A	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	67	
6	Alvin	2A	1	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	68	
7	Alvin	2A	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	70	
8	Alvin	2A	3	2	2	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	71	
9	Alvin	2A	2	2	1	3	1	2	3	2	3	2	3	3	4	1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	72	
10	Alvin	2A	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	67	
11	Alvin	2A	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	61	
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13	Alvin	2A	2	1	1	3	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	68	
14	Alvin	2A	1	2	2	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	69	
15	Alvin	2A	2	2	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	70	
16	Alvin	2A	2	2	2	2	3	3	2	1	2	4	2	3	4	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	70
17	Alvin	2A	2	2	2	2	3	2	2	3	1	3	1	1	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	70
18	Alvin	2A	2	1	1	1	1	2	3	3	2	1	2	1	4	2	2	1	2	2	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	72
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No	Nama	Ujian 1	Ujian 2	Ujian 3	Ujian 4	Ujian 5	Ujian 6	Ujian 7	Ujian 8	Ujian 9	Ujian 10	Ujian 11	Ujian 12	Ujian 13	Ujian 14	Ujian 15	Ujian 16	Ujian 17	Ujian 18	Ujian 19	Ujian 20	Ujian 21	Ujian 22	Ujian 23	Ujian 24	Ujian 25	Ujian 26	Ujian 27	Ujian 28	Ujian 29	Ujian 30	Ujian 31	Ujian 32	Ujian 33	Ujian 34	Score		
1	Alvin	2A	2	2	2	2	1	1	4	1	3	3	1	4	1	4	3	3	2	3	2	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	70	
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3	Alvin	2A	1	1	1	3	1	1	3	1	1	1	5	3	3	4	1	1	1	3	1	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	64	
4	Alvin	2A	2	2	2	2	1	1	2	2	1	2	3	3	3	2	2	2	2	1	2	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	65	
5	Alvin	2A	2	2	2	4	2	2	3	3	2	5	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	70	
6	Alvin	2A	2	2	2	3	3	3	3	3	3	2	3	2	2	3	2	2	3	2	2	3	3	3	3	2	3	3	3	2	3	2	3	1	3	3	78	
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8	Alvin	2A	1	3	2	2	1	2	1	1	1	3	1	2	3	3	3	2	3	3	3	2	3	3	5	5	5	4	4	3	4	5	5	3	1	3	78	
9	Alvin	2A	3	3	3	4	3	3	2	2	2	1	2	2	4	1	3	2	1	2	3	3	1	2	2	2	2	1	3	1	2	2	2	1	1	2	75	
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13	Alvin	2A	1	1	3	3	1	1	1	1	1	5	2	3	2	2	3	2	1	2	3	2	1	1	2	3	1	2	2	1	2	3	3	1	2	2	75	
14	Alvin	2A	2	3	1	1	2	3	3	2	3	1	2	2	4	3	1	2	2	1	3	2	2	1	1	2	1	3	3	1	1	2	2	3	1	3	78	
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18	Alvin	2A	2	2	2	2	2	2	3	3	4	1	5	3	3	3	2	1	2	1	2	1	2	1	2	1	2	3	2	2	3	3	5	4	4	3	78	
19	Alvin	2A	2	2	2	2	2	2	2	2	2	4	1	4	2	2	2	2	3	2	2	2	2	2	2	2	3	4	2	3	2	3	2	3	3	2	74	
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21	Alvin	2A	2	2	2	1	2	1	1	1	2	2	2	3	3	3	2	2	3	3	2	2	3	3	2	2	2	2	2	2	2	3	3	2	2	2	75	
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23	Alvin	2A	3	2	3	1	1	1	1	1	1	3	3	2	2	2	2	2	2	3	2	2	3	3	1	1	1	3	3	4	3	2	2	1	2	3	1	75
24	Alvin	2A	1	1	1	1	1	1	1	1	2	2	4	1	4	3																						



Appendix 3

Recommendation Letters

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State Islamic University of Sultan Syarif Kasim Riau

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LEMBAR DISPOSISI

**INDEKS BERKAS
KODE : 002**

HAL : Pengajuan Pembimbing
TANGGAL : 07 Februari 2023
ASAL : Risa Maharani / 12010421390

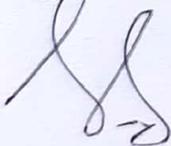
TANGGAL PENYELESAIAN: SIFAT:

- INFORMASI

The Coping Strategy to Overcome Academic Stress Applied by English Students at State Islamic University of Sultan Syarif Kasim Riau

Dosen Pembimbing:

Rizky Gusheendra, M.Ed

Kajur PBI


DITERUSKAN KEPADA:

1. Kajur PBI
- 2.
- 3.
- 4.

***) 1. Kepada bawahan "Instruksi" atau "Informasi"**
2. Kepada atasan "Informasi" coret "Instruksi"



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Fax. (0761) 561847 Web www.ik.unsuska.ac.id, E-mail: effak_unsuska@yahoo.co.id

Nomor: Un.04/F.II.4/PP.00.9/4867/2023
Sifat : Biasa
Lamp. : -
Hal : *Pembimbing Skripsi*

Pekanbaru, 21 Februari 2023

Kepada
Yth. Rizky Gushendra, S.Pd., M.Ed

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu 'alaikum warahmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : RISA MAHARANI
NIM : 12010421390
Jurusan : Pendidikan Bahasa Inggris
Judul : THE COPING STRATEGY TO OVERCOME ACADEMIC STRESS
APPLIED BY ENGLISH STUDENTS AT STATE ISLAMIC
UNIVERSITY OF SULTAN SYARIF KASIM
Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.

Wassalam
an. Dekan

Wakil Dekan I



Dr. Zarkasih, M.Ag.
NIP. 197210171997031004

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

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 Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.3/PP.00.9/8978/2023
 Sifat : Biasa
 Lamp. : -
 Hal : **Mohon Izin Melakukan PraRiset**

Pekanbaru, 06 Juni 2023

Kepada
 Yth. Kajar Pendidikan Bahasa Inggris Fakultas
 Tarbiyah dan Keguruan
 Uin Suska Riau
 di
 Tempat

Assalamu'alaikum warhamatullahi wabarakatuh

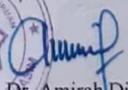
Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : **Risa Maharani**
 NIM : 12010421390
 Semester/Tahun : VI (Enam)/ 2023
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Dekan
 Wakil Dekan III

 Dr. Amirah Diniaty, M.Pd. Kons.
 NIP. 19751115 200312 2 001



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**KEGIATAN BIMBINGAN MAHASISWA
 SKRIPSI MAHASISWA**

- 1. Jenis yang dibimbing :
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
- 2. Nama Pembimbing : Rizky Gushendra, M.Ed
 - a. Nomor Induk Pegawai (NIP) :
- 3. Nama Mahasiswa : RISA MAHARANI
- 4. Nomor Induk Mahasiswa : 12010421390
- 5. Kegiatan : Bimbingan Proposal

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	Semin / 27 Feb 2023	Membahas tentang Judul Proposal	<i>Rizky Gushendra</i>	
2.	Jum'at / 10 Mar 2023	Cara membuat Background Penelitian	<i>Rizky Gushendra</i>	
3.	Komis / 30 Mar 2023	Referensi (Journal) & Konsep Penelitian	<i>Rizky Gushendra</i>	
4.	Robu / 31 May 2023	Revisi Bab. 1	<i>Rizky Gushendra</i>	
5.	Jum'at / 15 Sep 2023	Revisi Bab. 1, 2, dan 3	<i>Rizky Gushendra</i>	
6.	Selasa / 31 Okt 2023	ACC Proposal	<i>Rizky Gushendra</i>	

Pekanbaru, 31 Oktober 2023
 Pembimbing,

Rizky Gushendra
 Rizky Gushendra
 NIP. 19820828 200801 1 008

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LAMPIRAN BERITA ACARA
UJIAN PROPOSAL

Nama : Risa Maharani
 Nomor Induk Mahasiswa : 12010421390
 Hari/ Tanggal : 13 November 2023
 Judul Proposal Penelitian : _____

NO	URAIAN PERBAIKAN
1.	Synchronize the preliminary research with the theories or previous research!
2.	Add levels of academic stress in chapter 2.
3.	Reverse grammatical mistakes
4.	Add novelty!
5.	Match the identification of the problem and background of the study!
6.	Reverse Chapter 2
7.	Complete the time of the research!
8.	Reverse

Pekanbaru, 13 November 2023
 Penguji II

Penguji I

Cut Raudhatul Miski, M.pd

Mainer Rim, M.pd

Note:
 Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing

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**PENGESAHAN PERBAIKAN
 UJIAN PROPOSAL**

Nama Mahasiswa : RISA MAHARANI
 Nomor Induk Mahasiswa : 12010421390
 Hari/Tanggal Ujian : Senin, 13 November 2023
 Judul Proposal Ujian : IDENTIFICATION OF ACADEMIC STRESS IN THE 1st
 YEAR AND THE 2nd YEAR ENGLISH EDUCATION
 STUDENTS AT STATE UNIVERSITY OF PEKANBARU
 Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang
 dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Cut Raudhatul Miski, M.Pd	PENGUJI I		
2.	Mainar Fitri, M.Pd	PENGUJI II		

Mengetahui
 a.n. Dekan
 Wakil Dekan I

 Dr. Zarkasih, M.Ag.
 NIP. 19721017 199703 1 004



Pekanbaru, 18 Desember 2023
 Peserta Ujian Proposal

RISA MAHARANI
 NIM. 12010421390

- Hak Cipta Dilindungi Undang-Undang**
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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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Fax. (0761) 561647 Web www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II/PP.00.9/22724/2023
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : **Mohon Izin Melakukan Riset**

Pekanbaru, 20 Desember 2023 M

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : **Risa Maharani**
NIM : 12010421390
Semester/Tahun : VII (Tujuh)/ 2023
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : Identification Of Academic Stress In The 1st Year And The 2nd Year Of English Education Students At State Islamic University Of Pekanbaru
Lokasi Penelitian : UIN Sultan Syarif Kasim Riau, Fakultas Tarbiyah dan Keguruan, Jurusan Pendidikan Bahasa Inggris
Waktu Penelitian : 3 Bulan (20 Desember 2023 s.d 20 Februari 2024)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



Wassalam
a.n. Rektor
Dekan

Dr. H. Kadar, M.Ag.
NIP.19650521 199402 1 001

Tembusan :
Rektor UIN Suska Riau

- Hak Cipta Dilindungi Undang-Undang**
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PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**
Email : dpmtsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMTSP/NON IZIN-RISET/61313
TENTANG



**PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F.II/PP.00.9/22724/2023 Tanggal 20 Desember 2023**, dengan ini memberikan rekomendasi kepada:

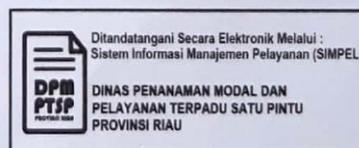
- | | | |
|----------------------|---|--|
| 1. Nama | : | RISA MAHARANI |
| 2. NIM / KTP | : | 12010421390 |
| 3. Program Studi | : | PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : | S1 |
| 5. Alamat | : | PEKANBARU |
| 6. Judul Penelitian | : | IDENTIFICATION OF ACADEMIC STRESS IN THE 1ST YEAR AND THE 2ND YEAR OF ENGLISH EDUCATION STUDENTS AT STATE ISLAMIC UNIVERSITY OF PEKANBARU |
| 7. Lokasi Penelitian | : | UIN SULTAN SYARIF KASIM RIAU, FAKULTAS TARBİYAH DAN KEGURUAN, JURUSAN PENDIDIKAN BAHASA INGGRIS |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 20 Desember 2023



Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau di Pekanbaru
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



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Fax. 0761-561646 Web.www.uin-suska.info/tarbiyah, E-mail: tarbiyah-uinsuska@yahoo.com

SURAT KETERANGAN

Nomor : 6556/Un.04/F.II/PP.00.9/03/2024

Yang bertanda tangan di bawah ini :

Nama : **Dr. H. Kadar, M.Ag**
NIP : 19650521 199402 1 001
Pangkat/Gol. Ruang : Pembina Utama Muda (IV/c) Lektor Kepala
Jabatan : Dekan Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Sultan Syarif Kasim Riau

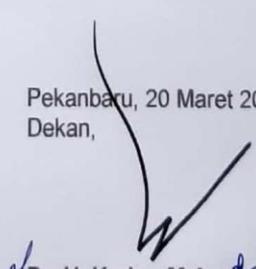
dengan ini menerangkan :

Nama : **Risa Maharani**
NIM : 12010421390
Program Studi : Pendidikan Bahasa Inggris
Semester : VIII (Delapan)

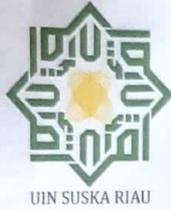
Benar telah melaksanakan penelitian di Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau dari tanggal 12 - 29 Februari 2024 untuk penyusunan skripsi/tugas akhir dengan judul : "Identification of Academic Stress In The 1st Year and The 2nd Year of English Education Students at State Islamic University of Pekanbaru ".

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Pekanbaru, 20 Maret 2024
Dekan,


Dr. H. Kadar, M.Ag
NIP. 19650521 199402 1 001

D : Fahmi/Working/2024/Riset Mahasiswa/Surat Keterangan Riset (af)



UIN SUSKA RIAU

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
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Nomor : Un.04/F.II.4/PP.00.9/5422/2024
Sifat : Biasa
Lamp. : -
Hal : *Pembimbing Skripsi (Perpanjangan)*

Pekanbaru, 01 Maret 2024

Kepada
Yth. Rizky Gushendra, S.Pd., M.Ed

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu 'alaikum warahmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : RISA MAHARANI
NIM : 12010421390
Jurusan : Pendidikan Bahasa Inggris
Judul : Identification of Academic Stress in The 1st Year and The 2nd Year of English Education Students at State Islamic University of Pekanbaru
Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam

an. Dekan

Wakil Dekan I



D. Zarkasih, M.Ag.

IP. 19721017 199703 1 004

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

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Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**KEGIATAN BIMBINGAN MAHASISWA
 SKRIPSI MAHASISWA**

- 1. Jenis yang dibimbing :
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
- 2. Nama Pembimbing : Rizky Gushendra, S.Pd., M.Ed
 - a. Nomor Induk Pegawai (NIP) : 19820828 200801 1 008
- 3. Nama Mahasiswa : RISA MAHARANI
- 4. Nomor Induk Mahasiswa : 12010421390
- 5. Kegiatan : Bimbingan Skripsi

No.	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	Selasa, 05 Desember 2023	Bimbingan Instrumen	<i>[Signature]</i>	
2.	Senin, 04 Maret 2024	Bimbingan Analisis Data	<i>[Signature]</i>	
3.	Senin, 25 Maret 2014	Revisi Bab. IV dan Bab. V	<i>[Signature]</i>	
4.	Senin, 22 April 2024	Acc Skripsi	<i>[Signature]</i>	

Pekanbaru, 22 April 2024
 Dosen Pembimbing,

[Signature]
Rizky Gushendra, S.Pd., M.Ed
 NIP. 19820828 200801 1 008

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NOTA PERBAIKAN SKRIPSI

Hari/Tanggal : Selasa, 14 Mei 2024 Pukul : 08.00 – 11.00
 Dewan Penguji :
 Penguji I : Dr. Nur Aisyah Zulkifli, M.Pd
 Penguji II : Rizki Amelia, M.Pd
 Penguji III : Dr. Riza Amelia, M.Pd
 Penguji IV : Dedy Wahyudi, M.Pd
 Nama Kandidat : Risa Maharani NIM : 12010421390
 Perbaikan :

1. Revise your Background
2. Add previous study about your research
3. Revise title
4. Revise Definition of Terms
5. Revise your writing
6. Revise Assumption and Hypothesis
7. Revise your Research Design
8. Revise Referencer
9. Revise Chapter IV (data)
10. See examiner note!

Lama perbaikan : 1 (satu) bulan sejak tanggal ujian
 Catatan untuk pemeriksaan setelah diperbaiki :

Telah diperiksa dan disetujui Penguji I : (Dr. Nur Aisyah Zulkifli, M.Pd)
 Telah diperiksa dan disetujui Penguji II : (Rizki Amelia, M.Pd)
 Telah diperiksa dan disetujui Penguji III : (Dr. Riza Amelia, M.Pd)
 Telah diperiksa dan disetujui Penguji IV : (Dedy Wahyudi, M.Pd)

Ketika perbaikan skripsi yang dicoret-coret waktu ujian harus dibawa.

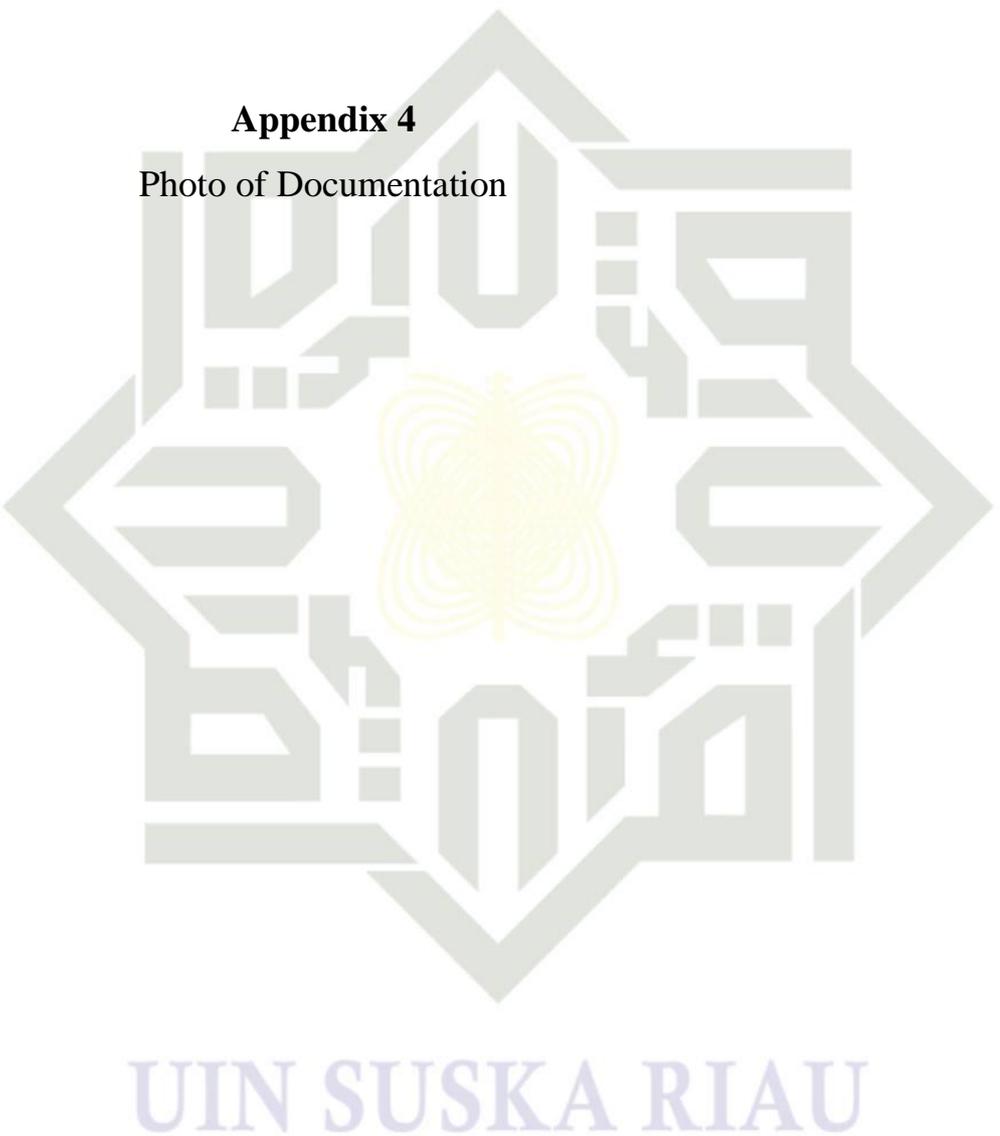
Pekanbaru, 12 Juni 2024
 Penguji II/ Panitia
 Rizki Amelia, M.Pd

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Appendix 4

Photo of Documentation



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1st year (second semester)

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2st year (fourth semester)

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CURRICULUM VITAE



Risa Maharani is the first daughter of Mr. Betti Azri and Mrs. Leni Marlina. She was born in Payakumbuh, May 30th, 2001. In 2014, she was graduated from SDN 15 Perawang Barat. She finished her study at SMPN 1 Tualang in 2017 and SMAN 15 Pekanbaru in 2020.

In 2020, she was accepted as one of the students in English Education Department, Faculty of Education and Teacher Training, UIN Sultan Syarif Kasim Riau. On July 2023, she was doing KKN (Kuliah Kerja Nyata) program in Sipungguk, Kampar. Then, she was doing Pre-Service Teacher Practice (PPL) program at MTs Muhammadiyah 02 Pekanbaru, on September until November. Finally, she passed thesis examination entitled “Identification of Academic Stress in the 1st Year and the 2nd Year of English Education Students at State Islamic University of Pekanbaru”.

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