

Students Stress in Learning English on 2rd Semester at the Faculty of Teacher Training and Education (FKIP) Batanghari University of Jambi Academic Year 2017/2018

Kartika Dewi; Nurul Fitri

Abstract: Stress is unsatisfactory situations of life where people want to change it for the better one with the emotions come and go with circumstances' changing. Learning English is the process to know more about English capability which develops in a human. The purposes in this research want to types of the stress that students feel in learning English on 2rd Semester at the Faculty of Teacher Training and Education (FKIP) Batanghari University of Jambi Academic Year 2017/2018. The researcher where numerical data used in order to analyze the gathered information is called quantitative research. The population of the research is 40 students and the samples are 20 students. The data collected by questionnaire. Then, Questionnaire used Scale likert with data ordinal. The result of this research are, 20% of students stress affects sleep because students tired when who activities in campus. 34 5 high score is behavior of students, 31% is Personal habit and 15% low score is emotional. There were ways done by students to disappear their stress is pray to God. Sharing problem solve with parents, family, close friend and so on. All of students activities to lose the feeling stress. Some way alternative disappear their stress is do activities to construct lively release and always positive thinking

Keyword: Students Stress, Learning English

Introduction

Stress is an unsatisfactory situations of life where people want to change it for the better one with the emotions come and go with circumstances' changing (Lazarus, 1984). According to Cofer and Appley (1964), Stress is a feeling which includes anxiety, conflict, frustration, emotional disturbance, trauma, etc, while for the researcher, stress in a when people cannot do something in certain time and it will make something happened or will influence another situation. Stress can attack people in every situation. One of them is stress in language learning.

Meanwhile, stress in language learning is part of academic stress that may appear when learners learn a new language, for example an Indonesian

college students who enter English major. These learners may get stressed in language learning since they live in a country which English is not the first language while in other situation, they have to use it frequently during the learning process, (Chen, 1999). In addition, for the researcher, stress in language learning is a feeling of worry when the students learn a language and there is "a must" which can influence the score, for example students in English major.

In here, researchers focus on 2rd Semester at the Faculty of Teacher Training and Education (FKIP) Batanghari University of Jambi Academic Year 2017/2018. Those who entered English major will absolutely face everything in and about English during the learning process such discussion, presentation, assignment,

examination, etc. These activities are not easy for the learners since it will become their new experience, and they will learn it based on a commandation from the lectures. For instance, when the learners have to do the activities as a duty. Here, it means that when the learners cannot do or do not do the activities well, it will impact to their score. Sometimes, this situation will tend the learners to get a negative feeling such as “stress”.

There are many things that can make students in Indonesia feel stressed in language learning which can be from academic and non-academic side, such as time management, financial problems, and social activities. In addition, based on brief observation of some friends, they will get stressed when the students are in the class and there are some activities such as, group discussion, presentation, examination etc. In this case, the students have to do all the activities in English, while sometimes they are not only supposed to speak or explain in English, but also to write, and understand it. Those who have good ability in English will be able to do the activities better than those who do not have good ability in English. It is sure it will impact the students' score. This kind of activities is one of the examples that students will get stressed in learning English. That is why, through the description, the researcher is interested in conducting a research entitled: **Students' Stress In Learning English on 2rd Semester at The Faculty of Teacher Training And Education (FKIP) Batanghari University of Jambi Academic Year 2017**

Stress

Stress is a relationship between people and the environment that appraised by the person as taxing or exceeding his or her resources his/her well-being (Lazarus & Folkman, 1984). In addition, Lazarus & Folkman (1984) defines stress in several characteristics. They are; stress occurs when the environmental demands exceed the person internal resources; stress is the result of a person's post appraisal when the person appraises a situation as harmful; threatening, or challenging; stress is an active process of constant change rather than a static state because it involves dynamic person-environment interaction; and stress is complex, multivariate process including input (e.g., stressor events), output (e.g., the person's subjective reaction to conditions of living), and mediating activities to cope with these interacting factors. Whereas according to Selye as cited in Krohne (2001), stress is kind of syndrome that consists of non specific changes in biology system.

According to Selye (1974), there are two kinds of stress, the first one is stress as distress (negative stress) and the second one is eustress (positive stress). Distress is the destructive type of stress. It is not a good kind of stress because it will impact to the bad things to happen. This kind of stress is usually illustrated by anger and aggression. It will occur when people's capacity to use stress positively is over whelmed and cannot be handled or when people want or eager something but they cannot achieve it.

In addition, according to Selye as cited in Krohne (2001), the non specific changes that cause changes contain the stereotypical. This

stereotypical response pattern called as 'General Adaptation Syndrome' (GAS). Here there are three stages. They are: (a) The alarm reaction that will make a shocked phase, (b) if noxious stimulation continues, the organism will enter the stage of resistance. In this stage, the symptoms of the alarm reaction has disappeared. This indicates the organism adaptation to stressor, (c) when the aversive stimulation still exists, the resistance will give way to the stage of exhaustion.

In addition stated that here are three kinds of stress as being related to harm, threat, and challenge (Lazarus, 1993).

- a. Harm refers to psychological damage that a person had already done.
- b. While threat refers to anticipating of harm that has not yet taken place but maybe imminent.
- c. Challenge refers to result from difficult demands that a person feels confident about overcoming by effectively mobilizing and deploying our coping resources.

The types of stress that can influence a person are how the person perceive and differentiate harm, threat and challenge is known as stressor. According to Glass and Singer (1972), stress reactions are responses; both physiological (increased pulse, respirations, blood pressure) and psychological (anger, anxiety, fear, guilty, depression) which occur when confronted with a stressor and can set up demands which can emotionally drain the individual. People are usually aware of stressor when we feel pressured or frustrated. In psychology, generally there are four categories of stressors: crises, major life events, daily hassle and ambient stressors.

Methodology

The researcher where numerical data used in order to analyze the gathered information is called quantitative research. According to Creswell, (1994:117), quantitative research is survey design provides a quantitative or numeric description of some fraction of the population the sample through the data collection process of asking question of people

The researcher chooses this research is Students' Stress In Learning English on 2rd Semester at The Faculty of Teacher Training And Education (FKIP) Batanghari University of Jambi Academic Year 2017. So the researcher has known how the teaching process, who the students, and how the students in studying English during the learning process.

Researcher used in the study was a questionnaire enclosed. Questions or statement are closed will help the respondent to answer quickly and also allows researchers to analyze the data to the questionnaire that has been collected. Enclosed questionnaire 30 items and answer chosen by a circle (©).

The questionnaires were scored by using Likert scale type. Likert is used measure attitude, opinion, and perception of individual or group about social phenomena. Liker scale was a five point scale in which internal between each point on the scale is assumed to be equal as follow: **almost/ always, most of the time, some of the time, almost never, never.** (Sugiono, 93:2-13).

Table 1
Linkert Scale Model and Score

State ment	Alm ost Alw ays	M ost of the tim e	So me of the tim e	Alm ost Nev er	Ne ver
Score	5	4	3	2	1

Source: Sugiono, 93:2-13).

Table 2
Stress Indicator Questionnaire

N o	Indicator	Number Statement
1	Sleep Indicator	1,2,3,4,5
2	Behavior Indicator	6,7,8,9,10,11,12,13,14
3	Emotion al Indicator	15,16,17,18,19,20,21,22
4	Personal Habit	23,24,25,26,27,28,29,30

Source :
www.thecounselingteam.com

Based on explanation above researcher concludes indicator is an auxiliary tool that is chosen by the researcher to collect the data needed and it has been designed well. Parts of feeling students stress that analyzed are: The first, causing of the students feeling stress to do teaching learning process in English subject. The second, the ways that students do to solve their feeling problem to do after teaching learning process in English class.

For analysis the data, the researcher used quantitative technique for data analysis to get Students' stress score. The researcher chooses the way take higher level of Students stress'. Because of the data' is qualitative, so the researcher changes the data to be quantitative data. According to data ordinal scale, According to Riduwan,(2004: 84), scale based on rank is sorted from a higher level to the lowest level, or otherwise.

Findings

Based on the questionnaire that already distributed on 1 Augustus 2017 at the Faculty of Teacher Training and Education (FKIP) Batanghari University of Jambi Academic Year 2017/2018. This research fond the result of questionnaire used to get data of students' stress in learning English. The questionnaire consists of 30 items.

The following table explained the frequency, percentage, and cumulative percent of the students' stress learning English score. This was very important in order know how many students Stress in English were in category of high score and low score. The details data of students' stress in learning English analyzed it could be seen table below:

Table 3
The Result of the Students Stress Learning English

Indicator Stress	Percentage (%)
Sleep	20 %
Behavior	34 %

Emotional	15 %
Personal Habit	31 %
TOTAL	100%

In this questionnaire proves experiencing stress, and showed the results of students stress. It may be possible to define what area stress of students. These are 20% of students stress affects sleep because students tired when who activities in campus. The big problem areas showed 34% is behavior of students. It is mean high score. Students learning English but sometimes felt confuse. when: the first, the lecturer gave many of assignment and not ready when lecture gave date line. Students felt stress when lecture gave examination with limited time, whereas students can not ready and confuse and also dizzy to study English. 15% low score is emotional, because when students had can be problem solve and optimistic about future. Meanwhile, 31% is Personal habit. Students can not speak English well. Lecturers asked to a group discussion .but their friends were very kind and support him to speak English. Students spend hobby, watching television for entertainment more instead of learning English.

Discussion

This research used instruments questionnaires in order to more objectives in collecting data. Questions or statement are closed will help the respondent to answer quickly and also allows researchers to analyze the data to the questionnaire that has been collected. Enclosed questionnaire 30

items and answer chosen by a circle (©).

Based on data questionnaire, researcher found stress major levels students stress is 34% behavior of students .Students felt stress when lecture gave examination with limited time, whereas students can not ready and students confuse and dizzy to study English. And also students felt stress when lecture gave much assignment, like is writing shot paper, reading to mach text book and presentation front of class and so on. Students always solved feeling problem by giving the entire problem to the God, sharing with their parents and friends. After that, student felt loose.

Conclusion

Based on discussion, researcher presents several items of conclusion as follows:

1. The types of student stress include when sleep, behavioral, emotional and personal habit. It means students stress can be anticipated. Then the result of difficulties demand can be overcome by feeling confident.
2. There were many causes of stress that student found. They ware like studying English but sometimes felt confuse. When: the first, the lecturer gave many of assignment and not ready when lecture gave date line the first, when their lecturer gave them many of assignment. The second, when their lectures asked them to do presentation in front of the class. The third, when they took examination. Finally when student did discussion group.

3. There were ways done by students to disappear their stress is pray to God. Sharing problem solve with parents, family, close friend. All of students activities to loose the feeling stress. Some way alternative disappear their stress is do activities to construct lively release and always positive thinking..
4. Students got stress was not caused by the lecturers but students hadn't been ready to get the material in the class. Students should study harder and more serious because it was very important for their life and their future.

Suggestion

Based on the result and conclusion of the research about the researcher makes some suggestion

1. For Students should realize that English was the key everything specially for English major. By routine exercise or practice, students can improve their ability for all English aspect.
2. For the lecture, when teaching in the classes should be creative so that students cannot bore and stress and also should consider student's ability to do teaching learning process in the class

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