

A NARRATIVE INQUIRY OF STUDENT'S ACADEMIC STRESS IN ENGLISH SUBJECT

Mohammad Sofyan Adi Pranata¹, Dina Nur Faizah²

^{1,2}Universitas Nurul Jadid, Paiton, Probolinggo

¹Sofy4ninho17@gmail.com

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Abstract

Academic stress is one of the things that are often experienced by students during the teaching and learning process, especially in English. This study aims to find out the factors that cause students academic stress in English subject. The research data was collected by distributing questionnaires to the tenth-grade students of SMA Nurul Jadid and interviewing three students in the superior language class of SMA Nurul Jadid who experienced academic stress high level. This study uses qualitative research, which uses a narrative inquiry approach. Based on the result findings and discussion in the previous chapter, the researcher concludes that there are three students in the tenth grade of SMA Nurul Jadid who experience academic stress in English subjects. The researcher found two factors that students in the tenth grade of superior language experienced academic stress, namely: internal factors and external factors. Internal factors include wrong mindset and low mentality. While the external factors are: busy class schedule, high achievement demand, and the friendship factor.

Keywords: *Narrative Inquiry, Academic Stress, English Subject*

INTRODUCTION

English is an international language English has a very important role in broadening horizons in the field of science and technology. Thus, students must be able to master English properly and correctly. But, in learning English process, students often experience difficulties which will make it difficult for students to absorb this knowledge. The difficulty of learning in the field of English experienced by some students will have an impact on a sense of distrust of student learning outcomes and make students experience academic stress.

Academic stress can be defined as a student's perception of his over-loaded knowledge, concepts, and skills that he must master against the lack of time that he has to achieve them. A student's academic stress is mostly related to academic tensions the student faces. This condition causes the emergence of distortion in the student's thoughts that influences his physical, emotional, and behavioral pattern of actions. This distortion can come from the student's own demands or those of the environment. Instances of these demands are daily or weekly assignments, final examinations, and competitions among students in obtaining achievements. A student's academic stress can trigger distress that is manifested in various

negative psychological behaviors (Kurniasih, Putro, & Sudiyono, 2020). Common forms of stress experienced by some students include cognitive, affective, physiological, and behavioral symptoms. It's usually characterized by difficulty concentrating on lessons, difficulty making decisions, worrying about being appointed by the teacher when coming in front of the class, students looking sleepy during lessons, and student's often skipping school.

A study by America College Health (Association, 2016), Students have difficulty focusing in class and doing instructional tasks since they are too worried about small things that happen in their daily life and, causing an increase in their stress level in their academic life. It can be shown by anxiety levels where it is often exaggerated. This anxiety does not provide a good condition for students because the excessive worry increases students' academic stress which in turn has a negative effect on their physical and mental health.

The Nurul Jadid Islamic Boarding School is one of the Islamic boarding schools in East Java, Paiton Probolinggo which has been established for seventy-two years. The education system was developed by combining the national curriculum and the pesantren curriculum which is still based on the salafiyah tradition. The scientific mastery of students studying in schools affiliated with the ministry of education is concentrated on exact science and foreign languages, while students were studying in madrasas or madrasas affiliated with the ministry of religion are concentrated on mastering Islamic knowledge and reading the Qur'an. At the Nurul Jadid Islamic Boarding School, especially at SMA Nurul Jadid, researcher often find cases of students from superior classes choosing to change majors because they have difficulty learning English.

SMA Nurul Jadid is one of the senior high schools of the Nurul Jadid Islamic Boarding School in Paiton Probolinggo which was founded fifty-two years ago. At SMA Nurul Jadid there are three majors, namely, science, social studies, and language, in which the three majors have superior classes that require them to use English in the classroom and outside class. From the results of observations by distributing questionnaires to tenth grade students at SMA Nurul Jadid, there are three students who experience academic stress level high in the English subject. They admit that they cannot focus when taking lessons in class and they cannot speak English fluently, this makes students' self-confidence decrease.

Some of the cases above are very serious problems experienced by most students who tend to make students experience academic stress when learning English. The problem of this

research can be identified as follows: students have difficulty focusing in class so that it has an impact on distrust of learning outcomes and experiences academic stress, and many students choose to change majors because they are not able to speak English fluently. From these problems, it is the goal of the researcher to see what are the factors that make students' academic stress in English subjects. Thus, the researcher will conduct a study entitled "A Narrative Inquiry of Student Academic Stress in English Subject".

METHOD

This study was conducted through narrative inquiry. According to (Creswell & Poth, 2016), the narrative inquiry study is qualitative research. The narrative study was chosen to recount the student's experiences and ideas regarding their vocabulary acquisition through video viewing and how they perceive this activity. Narrative inquiry is a process of entering into lives in the midst of each participant's and each inquirer's life. The process of narrative inquiry is described as a recursive process of being in the field, composing field texts, drafting and sharing interim research texts, and composing research texts.

Narrative inquiry is always conducted during ongoing experiences. In this study, the research was conducted in the middle of learning English. Research participants who experience academic stress will be gathered to share their experiences during academic stress. This study is categorized as multiple narratives because the participants were three students. Furthermore, there is a similarity to the biographical case study, in which the researchers elicit the data from the participants and writes them into narratives (Barkhuizen, Benson, & Chik, 2013).

Research instruments are tools or facilities used by researchers in collecting data so that their work is easier and the results are better, in the sense of being more accurate, complete, and systematic so that it is easier to process (Moleong, 2018). The technique of data collection is a method or method to obtain the data desired by researchers using various methods. The data mining techniques that researchers use in this study are questionnaire, interview, and documentation. As a form of strengthening the data from the research results, the researchers asked for some data from the Institute. This is intended as an explanation and reinforcement of the results of questioner and interviews. After that, the researcher conducted a documentation study by obtaining data and information. This research was also conducted

by reviewing various documents related to the research. Various documents that will be obtained include records of institutional data, photos of institutions, student learning outcomes, and photos of researchers' activities during interviews and observations.

According to (Connelly & Clandinin, 2012), there are seven steps to conduct a narrative inquiry study. They are follows: Step 1: Identify a phenomenon to explore that addresses an educational problem. In this step, the researcher the field and found out the problem form the previous studies related to the topic in the researcher's mind. The problem was then addressed after the process of this pre-research activity. Step 2: Select one or more students to study. The researcher selects students who experience high level academic stress based on the results of a questionnaire on the superior language of class X students at SMA Nurul Jadid during the observation process. Step 3: Collect stories form the students. The researcher collected the stories from students through an observation, interview and documentation. Step 4: Retell the participants' stories. In this step the researcher analyzes the participant's story and then the restore (retelling). Restoring is the process of reorganizing stories into some general type of framework. This framework includes gathering information, analyzing information for key story elements (e.g. time, place, plot, and scene) and rewriting stories to place them in chronological order. Step 5: Collaborate with participants. Researchers collaborate with students to retell their stories. The researcher uses the interview method to inform and discuss the research topic to maintain good contact. Participants are also free to express their opinions if they are still in line with the research. The researcher also asked for clarification and confirmation of the information collected. Step 6: Write stories about participants' experiences. In this step the participants' life experiences are written in a story by the researcher. Step 7: Validate the report's accuracy. The data validation used data sources triangulation.

As one of the qualitative data processing techniques, triangulations According to (Creswell J. W., 2014) "triangulate different data sources from information by examining evidence from sources and using them to construct coherent justifications for themes". Meaning that the source data is obtained by examining evidence from the source and using a coherent justification therefore a theme is developed. In addition to collecting data to be used in research, the researcher uses triangulation data also to test the credibility of data through various data collection techniques and various data sources. The use of triangulation is to

track dissimilarities between data obtained from one informant (the informant) and other informants (Rahardjo, 2010). Therefore, we need a technique that can unify the differences in data so those accurate and appropriate conclusions can be drawn. In this research, the researcher is used data source triangulation. Triangulation of data sources is exploring the truth of certain information by using various data sources such as documents, archives, interviews, observations, or by interviewing more than one subject who is considered to have different points of view. Each of these methods will certainly produce different evidence or data, which in turn will provide different insights about the phenomenon under study. In this study, triangulation of data sources is carried out by the researcher. With this technique, it is hoped that the data collected will fulfill the construct of drawing conclusions. Thus, it is hoped that the data collected is feasible to use.

FINDINGS AND DISCUSSION

Finding

In this section, the researcher displays the results of the questionnaire and retells stories shared by students about students' academic stress in English subjects.

Results of the Questionnaires

The researcher distributed questionnaires to 20 tenth grade students of SMA Nurul Jadid with a total of 30 items. Researchers use a Likert scale to determine students' stress levels ranging from low, medium, high, to very high levels. The way to determine the stress level score is by calculating the results of the questionnaire starting from a score of 0-30 for low stress levels, 31-50 for medium stress, 51-70 for high stress levels and 71-90 for very high stress levels. From the results of observations by distributing the questionnaire, the researchers found that there were 15 students who experienced low level stress, 2 students who experienced medium level stress, 3 students who experienced high level stress and no students who experienced very high stress level. In this research, the researcher will select respondents to study only on students who experience high level of academic stress and the researcher finds that there are 3 students in the superior language class of SMA Nurul Jadid who experience high level of academic stress.

The Narrative Students'

What causes respondents to experience pressure in learning

The First Responden's Story

The first respondent stated that the reason respondents experienced pressure in learning was that one of them got a lot of assignments from the teacher with a very short duration of time. The changes that occur from junior high school to high school make tenth grade students have heavy academic demands, especially to become students of the superior language class.

"I feel that the cause of the pressure in my study is that there are too many assignments given by teachers and tutors in the dormitory with a very short duration of time so I have little time to rest."

The Second Responden's Story

The second respondent said that the reason he experienced learning pressure was that the respondent was afraid or anxious that he could not compete with the achievements of his friends so that he forced himself to continue learning.

"I always feel anxious that I can't compete with the achievements of my friends in class. If I can't keep up with the achievements of my friends, I'm afraid of being underestimated by my classmates."

From the story of the second respondent above, it can be concluded that the pressure for high achievement can also trigger students to experience academic stress at school. This makes students will always feel anxious about their achievements in class so they are forced to make these students always study.

The Third Responden's Story

The third respondent said that what made him feel pressured in his studies was that he felt he was being targeted by the tasks given by the teacher and tutor. Being a superior student of the language makes respondents always filled with tasks ranging from memorizing and writing speeches and so on in a very short time.

"I feel like I'm always being chased by tasks so I always feel pressured. Not to mention the assignments in the dormitory which often require memorizing, sometimes I give up not doing the task and choose to be punished by the teacher or tutor."

Do the respondents feel that the tasks of English lessons given by the teacher are quite complicated?

The First Respondent's Story

The first respondent stated that sometimes he felt that the tasks of English lessons given by the teacher were quite complicated because the students were given quite a lot of assignments by the teacher with very short deadlines.

"Sometimes I feel that doing the assignments given by the teacher is very complicated, so I find it very difficult to do them. Moreover, if the task has a very short deadline, not to mention the duties of the dorm tutor such as memorizing speeches, memorizing vocabulary and so on with a short deposit period, so I find it difficult to divide the time"

The conditions described by the first respondent showed that students in the superior language class lacked time to rest so they felt tired and lacked focus in learning. This makes students feel unable to carry out the tasks of all learning and activities in superior language classes so that these students experience academic stress.

The Second Responden's Story

The second respondent has a reason when he feels that the English lesson assignments given by the teacher are complicated because the respondent cannot understand English lessons well. He admitted that he experienced many difficulties in following lessons in class and in the dormitory.

"During the time I took lessons in the classroom and in the dormitory, I often experienced many difficulties in following the lessons so that when I wanted to do the assignments given by the teacher or dorm tutor, I felt confused and found it difficult."

The Third Responden's Story

The third respondent sometimes feels that his English class assignments are complicated when he has problems with his classmates. This makes these students do not want to study in the same class with friends who have problems with them so that during learning in class students cannot focus on listening to the learning that is taking place.

"Sometimes I feel that the assignments given by the teacher are complicated when I am having problems with classmates. So I wanted to avoid my friend and didn't want to study in the same room with him."

From the story above, we can conclude that having a strong mentality is important when being a student in a superior language class. Because having a strong mentality will make students more confident when participating in learning.

What do the respondents feel, think, and do when they get a lot of assignments from the teacher

The First Responden's Story

From the experience of the first respondent, what he felt, thought, and did when he got a lot of assignments from the teacher, namely he felt anxious or afraid that his task could not be completed on time while the thing he did was try to do what he thought he could when the respondent had difficulty the respondent would ask the material to a friend who understands the task.

"I feel anxious when I am given many tasks by the teacher. What I do when I am given a lot of assignments by the teacher is that I will try to do tasks that I think are easy, if I have difficulty, I will ask my friends who understand the task."

The Second Responden's Story

The second respondent when he got a lot of assignments from the teacher he felt dizzy and he thought that he could not complete the many assignments from the teacher in a short period of time so he always asked to sometimes cheat on his friends' assignments.

"I always get dizzy when given an assignment by the teacher and I think I can't do the task at once in a short time so I always need a friend's help and sometimes I have to copy my friend's work."

From the second respondent's confession, we can conclude that having wrong thoughts is one of the factors that students experience academic stress. When students already have wrong thoughts about the task given by the teacher, the student will not be able to do the task correctly.

The Third Responden's Story

From the story of the third respondent, what he felt, thought, and did when he was given many tasks by the teacher was that he felt confused because he did not understand his task and

usually he did group work with his classmates so that the respondent was easier to do and easier to understand the task.

“When I was given a lot of assignments by the teacher, I felt confused which task I would do first. And I'm also confused because there are many tasks that I don't understand. And the thing I do is usually I will invite me to study groups to discuss the task.”

Is one of the causes of respondent stress because of the way the teacher teaches and the assignment of tasks from the teacher

The First Responden's Story

The first respondent stated that the way the teacher teaches and the assignment of the teacher is also one of the things that makes him stressed. There are some teachers who tend to be unfriendly and often give a lot of assignments which often make students feel stressed with their assignments. But the next factor that makes respondents stressed is due to physical fatigue. Being an excellent student of the language with many assignments given by teachers and tutors allows students to have little time to rest.

“The teacher's way of teaching and the teacher's duties are included in the factors that cause me to experience stress. However, there is the next factor, namely the fatigue factor which I usually feel when I have many tasks and do not have enough rest time.”

The Second Responden's Story

According to the second respondent, how to teach teachers is not included in the cause of him experiencing academic stress. However, one of the factors causing respondents to experience academic stress is that students feel pressured to achieve high achievements. He admitted that in the superior language class there are many students who excel so that he is also required to keep up with the achievements of his classmates so that the respondents are not transferred to the regular class.

“For my teacher's way of teaching, I don't have much problem, but I think that the cause of my academic stress is the demands for high achievement. To survive in the superior language class so as not to be transferred to the regular class, that is by pursuing the achievements of friends in the class”

The Third Responden's Story

According to the third respondent, he does not have a problem with the way the teacher teaches, but with the tasks given by the teacher, it is the cause of the respondent experiencing stress. However, there are also reasons why respondents experience academic stress, namely the wrong mindset factor. He admits that when he has the wrong mindset he will not be able to do his job well.

"The task of the teacher is one of the causes of my academic stress, but I also have a factor that I have experienced myself, namely the wrong mindset. When I have the wrong mindset I will not be able to do the job properly and correctly"

When the respondent is feeling stressed because he gets a lot of assignments from the teacher, what do the respondents usually do to reduce the stress

The First Responden's Story

From the experience of the first respondent, what was done when experiencing academic stress was to consult with an English teacher to discuss tasks that he did not understand.

"What I do when I feel stressed with the tasks given by the teacher is to discuss or ask the English teacher directly so that I understand more about the tasks I will be doing."

The Second Responden's Story

What the second respondent does to reduce stress when he gets a lot of assignments from the teacher is by doing things he likes such as reading novels, listening to music and other fun things. It aims to relax the mind so that the respondent's mind is not too tense.

"When I feel stressed I will do things I like like reading novels or listening to music so that my mind is more relaxed to work on assignments again"

The Third Responden's Story

As long as the third respondent experiences stress, all he does is take a break to calm his mind. Then he will seek social support from his family or the surrounding environment so that he is more enthusiastic to continue doing his duties again.

"When I experience academic stress what I do is take a break to clear my mind. Then, I will seek social support in the form of attention and motivation from my family or the surrounding environment so that I am more enthusiastic about doing my assignments"

Has the stress you felt changed (reduced or increased) when the burden was found to be a solution

The First Responden's Story

The first respondent admitted that after finding a solution to deal with stress, the respondent felt that the burden that was usually very heavy was reduced. This can be seen from the daily behavior of respondents, namely respondents become more cheerful in participating in learning in class.

"I feel that the burden that used to haunt me has eased since I found a solution for academic stress. I become happier every time I take lessons in class."

The Second Responden's Story

As long as the second respondent finds a solution to reduce his academic stress, he feels that his mindset is always wrong, now he always thinks positively during the teaching and learning process in the classroom and in the dormitory. Respondents feel that when they always apply a positive mindset the respondents can gradually understand learning well.

"When I apply a positive mindset I feel learning in the classroom and in the dormitory feels easier and little by little I can understand the learning."

The Third Responden's Story

Same as the first and second respondents. The third respondent also admitted that after finding a solution the burden that he had been feeling became a little lighter. Usually he complains every day but now he has started to accept his situation and is starting to enjoy the lessons in the superior language class.

"I have rarely complained now since I found a solution to my problem. The burden that used to always be a disease for me is now slowly decreasing and I am starting to enjoy the lessons in the superior language class."

Who is most instrumental in helping the subject cope with stress

The First Responden's Story

According to the first respondent, the most important role in helping respondents cope with stress is their friends. With the support from their friends, respondents feel more enthusiastic about participating in learning in class.

“Those who play a role in helping me to overcome academic stress are my friends who always support me to always be enthusiastic about learning in a superior language class.”

The Second Responden’s Story

Those who play a role in helping to reduce stress, the second respondent said that parents and friends play an important role in reducing stress. By giving respondents attention and support to always be enthusiastic in completing the tasks given by the teacher.

“In my opinion, my friends in class and my parents play an important role in overcoming my stress. Because when they give me motivation and support, I feel more enthusiastic about learning in class.”

The Third Responden’s Story

Same as the first respondent and the second respondent. The third respondent also said that the most important role in reducing stress was the support from parents and classmates. However, respondents also felt that the counseling teacher was also a person who played an important role in dealing with stress. Because by consulting with the counseling teacher, the respondent can change the respondent's wrong mindset.

“Those who play an important role in reducing my stress are my parents, friends who always encourage me and there is a BK teacher who can change the wrong mindset.”

DISCUSSION

At SMA Nurul Jadid, especially in the superior language class, students often experience difficulties when learning English. These difficulties will have an impact on lack of confidence in student learning outcomes and will make students experience academic stress. Academic stress according to Lazarus and Folkman is a situation in which demands from the environment, internal or both, exceed the limits of individual adaptive data sources, (Hamaideh, 2011). Based on the results of interviews that have been conducted, the researchers stated that there are two factors that can cause students to experience academic stress in English subjects, namely internal and external factors, including the following:

Internal factors that cause students to experience academic stress

Based on the results of research in the superior language class of SMA Nurul Jadid, there are internal factors that cause students to experience academic stress, namely the first is the wrong mindset. Respondents think that as long as he has the wrong mindset, the respondent

always feels pessimistic during learning in class and in the dormitory. The wrong mindset that is often done by respondents is a logical error in thinking, as well as a tendency to think excessively or irrationally in looking at a thing or problem.

One of the reasons why the mindset can affect health is because the negative perception that respondents always think can make themselves feel worried and stressed then this worry will have an impact on physical health. The individual mindset factor or self-efficacy can be interpreted as an individual's belief in his ability to perform the given task. Self-efficacy has a negative correlation with academic stress. The second internal factor that students experience academic stress is having a low mentality so that students do not believe in their learning outcomes. Self-confidence can play an important role in interpreting situations around an individual. This factor is also related to the mindset of individuals who think that they cannot control the situation. The higher the self-confidence of a student, then the lower the level of academic stress. Most students will be more easily stressed if they have a negative self-perception and feel unable to complete a demand.

External factors that cause students to experience academic stress

Based on the results of research in the superior language class of SMA Nurul Jadid, there are external factors that cause students to experience academic stress, namely the first is a busy class schedule. Respondents think that the academic stress factor they experience is because their study hours are too busy so they feel tired and have little time to rest. Rest and holidays are needed to relax the mind and muscles and replenish energy for optimal study concentration. The loss of rest and vacation time causes students to experience academic stress. Students attend 6 hours of lessons a day then continue activities in the dormitory.

The tendency to feel bored can be caused because students are stuck in a fixed routine every day and students also admit that they need time to rest. The second factor that students experience academic stress is the high achievement demand factor. This pressure can come from schools, teachers, and peers and especially from parents. Without realizing it, parents make expressions and treatments that direct children to excel. Some parents want them to do well in school but parents don't give their children the space to pursue the subjects they enjoy or think they are capable of. These expectations make students work non-stop and in the end students experience a lot of pressure and cause stress. The stress described will be even

greater when students do something on the basis of pressure not on their own accord. Students feel that parental demands are a source of academic stress so that it becomes a big enough pressure to get academic results as expected.

The third factor is the friendship factor. Respondents said that one of the factors they experienced academic stress was because of the friendship factor. Often, the source of academic stress comes from matters related to compeer relationships. These can include problems with close friends or partners, uncomfortable peer relationships, and peer pressure or threats. This condition can make students feel uncomfortable to study in the same class. As a result, students will lack enthusiasm for learning, often daydream, or take other actions that can interfere.

CONCLUSION

Based on the result findings and discussion in the previous chapter, the researcher concludes that there are three students in the tenth grade of SMA Nurul Jadid who experience academic stress in English subjects. The researcher found two factors that students in the tenth grade of superior language experienced academic stress, namely: internal factors and external factors. Internal factors include wrong mindset and low mentality. While the external factors are: busy class schedule, high achievement demand, and the friendship factor.

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