

THE RELATIONSHIP IMPACTING COPING STRATEGIES, ANXIETY, AND LEARNING STRESS IN ELEVENTH-GRADE ENGLISH STUDENTS

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ABSTRACT

Coping strategies play a key role in students' failure to learn foreign languages, yet identifying this issue may be challenging. The purpose of this research to coping method and anxiety has any kind of meaningful relationship, there was a connection between them that was meaningful coping strategy and anxiety of English is being taught to students in the eleventh grade at SMA Negeri 2 Palembang., there was any significant correlation between coping strategy and learning stress of the eleventh graders is in learning English at SMA Negeri 2 Palembang, how much did coping strategy contribute toward anxiety of the eleventh graders is in learning English, how much did coping strategy contribute towards anxiety and learning stress in students eleventh graders of learning English. This researched used experimental study with correlational approach, in order to collect data for this research, the writers used cluster sampling to select 420 students from 500 the populations of the study in the eleventh grade at SMA Negeri 2 Palembang. Questionnaire and analyzing the data used correlation study and spearman correlation. The result of this study was to found out the regression analysis and got score of 0,562. It can be concluded that there was correlation between students' coping strategy and anxiety. The result that the correlation using Shapiro-Wilk test for Anxiety 0,000, and the significance coefficient (Sig -2tailed) of Shapiro-Wilk for learning stress 0,000 and its lower than 0,05. It means that the normality of data was rejected because the data used Spearman correlation.

Introduction

Coping mechanisms have a significant part in students' failure to pick up foreign languages, yet it might be difficult to identify this issue. According to Krashen (2013, p. 4), anxiety may not directly contribute to failure in learning a foreign language, but it does inhibit the brain from processing input necessary for language acquisition. Target language acquisition can be challenging for students who struggle with anxiety and learning stress. The fact that they are psychologically impacted by these circumstances prevents them from giving their best performance, even though they may have learnt English from an early age and have taken English classes to improve their English.

Students' coping mechanisms for dealing with language achievement are currently the subject of scant empirical research. According to Prasetyaningrum et al. (2020), a

strategy is a set of actions intended to accomplish a particular objective. Because of this, students in senior high school need to strengthen their abilities to come up with solutions to issues that arise when learning a foreign language (Kao & Chang, 2013).

Based on this, English teachers, according to Alrabai (2014), have the most influence over reducing anxiety among students have to being most knowledgeable about the results and studies with the goal of illuminating the hidden structures of student anxiety. A lot of times when a teacher asks students to read, they are hesitant and anxious because they don't want to make a mistake or risk being judged by their classmates for having poor pronunciation. Anxiety students also experience emotionally when writing when there is a lack of vocabulary and grammar.

Moreover, in addition, this study is also in the line with, the study of According to Zhang and Zhong (2012), there are a number of potential explanations for language anxiety, including anxiety caused by the learner, anxiety connected to the classroom, anxiety related to a particular ability, and worry imposed by society.

Furthermore, we were able to understand English's four language skills—speaking, listening, reading, and writing—very effectively. However, not all pupils were able to overcome this obstacle and were strong enough to push themselves to overcome their fear of being judged and talk like other students. According to Amiri and Ghonsooly (2015), Oruc and Demirci (2020), Al-Shboul et al. (2013), and others have defined anxiety as evaluated by the Foreign Language Classroom Anxiety Class Scale (FLCAS) is often connected with substandard proficiency with a foreign language.

Stress associated with learning is a factor that affects students' English achievement. According to Tanveer (2007), Language anxiety in ESL/EFL learners can result from any circumstance or element that increases their risk of having their shortcomings and linguistic limitations exposed in front of others. According to Foster and Skehan (1996) and Khan and Al-Mahrooqi (2015), "In assessing if anxiety exists among language learners, it has been discovered that communication anxiety plays an essential part."

Learners' false beliefs, unrealistically high standards, Learner-induced anxiety can be caused by a variety of factors, including poor language skills, self-perceived inferiority, a competitive spirit, and a dispositional dread of negative assessments. Sarita (2015), As kids grow older, individuals experience difficulties that may hinder their growth on the academic, physical, social, emotional, and psychological fronts, that makes them feel more burdened because they will get scolded and makes them mentally down and that makes them feel so stressed in learning English therefore it can be interpreted that learning stress is very essential to affect students' achievement in learning English. The purpose of this study was to determine the relationship between coping strategies, anxiety, and learning stress in students who were learning English, taking into account the significance of these factors.

Additionally, according to the writer's observations of students studying English at SMA Negeri 2 Palembang, it was found that they lack coping strategy with their anxiety and learning stress. Educators of English attest that the academic year 2022–2023's eleventh graders lacked interest.

In light of the foregoing, the writers were motivated to conduct the research named “The Relationship Impacting Coping Strategies, Anxiety, and Learning Stress in Eleventh-Grade English Students”.

Method

The writers used a quantitative methodology with the correlation approach for this research. According to Creswell (2019), an analytical method known as correlation involves association or relationship measuring techniques (association measures). It indicates that the writers compiled and statistically analysed data from students' scores on various variables to determine the relationship among Coping Strategy and Anxiety and Learning Stress of a correlation between variable for eleventh grade students at SMA Negeri 2 in Palembang City.

The sample part of the population studied in a study whose results will be considered as a presumption for the real population but not the population itself. A sample, as defined by Creswell (2019), is a subset of the target population that a researcher plans to study in order to draw conclusions about the target population and the sample were 420 from 500 students. a Coping Strategy questionnaire, an Anxiety questionnaire, and a Learning Stress test were used to collect data for this study. Horvat (2011), questionnaire is a series of questionnaire is question which are written in the paper or a digital form. The Coping Strategy, Anxiety and Learning Stress questionnaire on this study, which originally contained 30 questions, was designed to gather information about students' Coping Strategy. This questionnaire included 10 items, each of which evaluates by Nadiatul Ikhsaniyah. The writers adopted Coping Strategy, Anxiety and Learning Stress from (Ikhsaniyah, 2022) to be used in collecting data. In this research, the writers adopted a Coping Strategy, Anxiety and Learning Stress questionnaire from (Ikhsaniyah, 2022) in collecting the data. It was a student-rated assessment of learning English.

This research investigated students coping strategy, Anxiety and Learning Stress using multiple-choice questions. The students were required to answer the Coping Strategies, Anxiety and Learning Stress tests. They were 30 multiple-choice questions used by the writers. Multiple-choice questions had two possible answers (yes or no). Contains the type and research design, research variables, population and research samples, data collection methods, data analysis methods (can be adapted to the research approach used, quantitative or qualitative).

Results and Discussion

Descriptive Statistics

Descriptive statistics have been overviews of general information from the Coping Strategy questionnaire, Anxiety questionnaire, and Learning Stress test results. As a result, the following components have been included in these analyses: (1) descriptive statistics on coping strategies, (2) anxiety, and (3) learning stress. They were show on table above;

Table 1
The Result of Descriptive Statistics

| Descriptive Statistics | | | | | | |
|-------------------------------|-----|---------|---------|------|----------------|--|
| | N | Minimum | Maximum | Mean | Std. Deviation | |
| coping strategies | 420 | 0 | 10 | 6,28 | 1,752 | |
| anxiety | 420 | 0 | 10 | 6,06 | 1,998 | |
| learning stress | 420 | 0 | 10 | 5,55 | 1,952 | |
| Valid N (listwise) | 420 | | | | | |

The results of the descriptive analysis of students' coping strategy questionnaire, based on the data shown in the table, relieved the final minimum (0) No and Maximum 1 (Yes) have the same result. The mean score coping strategies of the test was 6,28, with standard deviation 1,752, The mean score anxiety of the test was 6,06 with standard deviation 1,998, The mean score learning stress of the test was 5,55, with standard deviation 1,952. The reading habits of students were divided into two categories: very good and very poor. There were 6,28% of students in very good category, and 4,72% student in very poor category.

Normality Test

The test determines whether the information is distributed equally. In this study, the writers calculated the normality test using SPSS 25. If the significance level is higher than 0,05, the data are regularly distributed, according to the normality test. In the case where the findings are statistically significant at less than 0.05. are not regularly distributed. The significance coefficient (Sig -2tailed) of Shapiro-Wilk test for Coping Strategy can be show in the table above;

Table 2
The Result of Normality Test

| Tests of Normality | | | | | | |
|---------------------------|---------------------|-----|-------|--------------|-----|-------|
| | Kolmogorov-Smirnova | | | Shapiro-Wilk | | |
| | Statistic | df | Sig. | Statistic | df | Sig. |
| coping strategies | 0,155 | 420 | 0,000 | 0,948 | 420 | 0,000 |
| anxiety | 0,112 | 420 | 0,000 | 0,971 | 420 | 0,000 |
| learning stress | 0,107 | 420 | 0,000 | 0,974 | 420 | 0,000 |

0,000 Then, the significance coefficient (Sig-2 tailed) of Shapiro-Wilk test for Anxiety 0,000, and the significance coefficient (Sig -2tailed) of Shapiro-Wilk for learning stress 0,000 and its lower than 0,05. the writers concluded that the data of Coping Strategies, Anxiety and Learning Stress were not normally distributed.

The Correlation Analysis

The Correlation Coping Strategy, Anxiety and Learning Stress

It was found that R-value -0,028 for anxiety correlation coping strategy, anxiety with significant coefficient (p-value) was 0,562 for anxiety, 0,767 d. It can be concluded that the correlation between coping method and anxiety was very significant, it can be show in the table above;

Table 3
The Correlation Coping Strategy, Anxiety and Learning Stress.

| | | coping strategies | anxiety | learning stress |
|-------------------|---------------------|-------------------|---------|-----------------|
| coping strategies | Pearson Correlation | 1 | -0,028 | 0,015 |
| | Sig. (2-tailed) | | 0,562 | 0,767 |
| | N | 420 | 420 | 420 |
| anxiety | Pearson Correlation | -0,028 | 1 | -0,020 |
| | Sig. (2-tailed) | 0,562 | | 0,690 |
| | N | 420 | 420 | 420 |
| learning stress | Pearson Correlation | 0,015 | -0,020 | 1 |
| | Sig. (2-tailed) | 0,767 | 0,690 | |
| | N | 420 | 420 | 420 |

It was found that R-value -0,028 for correlation coping strategy, and learning stress was -0,020 with significant coefficient (p-value) was 0,058 for coping strategies, 0,767 and learning stress 0,767 which was higher than 0.05. it could be concluded that there was correlation between students coping strategy and learning stress.

Based on the correlation analysis, the writers concluded that there was significant correlation among Coping Strategy, Anxiety and Learning Stress. It means H_0 was rejected and H_a was accepted.

Discussions

Several interpretations could be made in light of the study's findings. First, anxiety and coping mechanisms were linked. The study's findings concur with those of Prasetyaningrum et al. (2020), who discovered that one method to address the issues that students have in English class is for them to be able to employ particular strategies.

Correlation Coping, Anxiety and Learning stress. The results of this research are consistent with what was found by Sarita (2015), They have crises as they grow older, which may have an impact on their growth in terms of education, exercise, social interaction, emotion, and psychology. The results of this study did correspond with the writer's assumption that coping strategies, anxiety and learning stress have a correlation.

According to the following, 1) the students' level of coping strategy in English lessons with SMA Negeri 2 Palembang had terrible academic performance in grade eleven, 2) the students' level of anxiety in taking English classes at SMA Negeri 2 Palembang in the eleventh grade was very poor level, and 3) the students' level of learning stress in learning English at SMA Negeri 2 Palembang was very poor. It indicates that the null assumption H_01 was disproven, as was the null hypothesis. H_{a1} accepted. H_02 was discarded in favor of the alternate theory H_{a2} . Because Spearman correlation was applied, the data was rejected.

Conclusion

Considering the findings and discussion of the research, all of the problems in the study was concluded. The researchers have drawn a few judgments as follows: There was a strong connection between coping strategies and anxiety, since the R-value was higher than the r-table ($0,015 > 0,767$). It's included in the very high correlation category, there was a strong connection between coping strategies and reading learning stress, since the R-value was higher than the r-table ($-0,028 > 0,767$). It's included in the very high correlation category and there was a strong connection between among Coping Strategies, anxiety, and learning stress. Since the R-value of coping strategy, anxiety and learning stress was greater than the r-table. It can be inferred that there is very high category correlation coefficient

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