THE CORRELATION AMONG COPING STRATEGIES, ANXIETY, AND LEARNING STRESS IN STUDENTS ELEVENTH GRADE OF LEARNING ENGLISH AT SMA NEGERI 2 PALEMBANG

A Research Proposal by:

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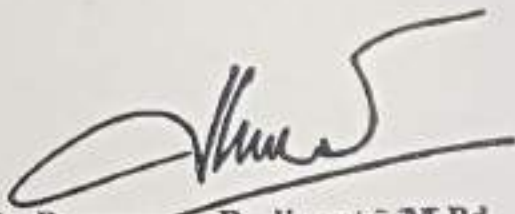
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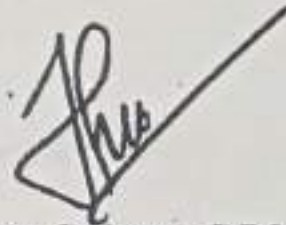Approved by,

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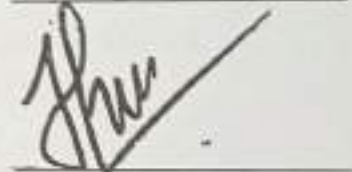
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DEDICATED TO

1. Allah SWT for blessing me and encouraging me to finish this thesis and the prophet Muhammad SAW always guided me as a good human and muslim.

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Motto :

Dad & Mom getting old. The clock never stops ticking. I just pray Allah gives me enough time to give back and show them how grateful I am for all their sacrifices.

PERNYATAAN

Saya menyatakan dengan sebenar-benarnya bahwa seluruh data, informasi, interpretasi, serta pernyataan dalam pembahasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya merupakan hasil pengamatan , penelitian, pengelolaan serta pemikiran saya dengan pengarahan dari pembimbing yang ditetapkan.

Apabila ternyata di dalam naskah skripsi ini dapat dibuktikan terdapat unsur-unsur jiplakan. Saya bersedia skripsi ini digugurkan dan gelar akademik yang saya peroleh (S-1) dibatalkan, serta diproses sesuai dengan peraturan perundang-undangan yang berlaku (UU) No.20 Tahun 2003, pasal 25 ayat 2 dan pasal 70.

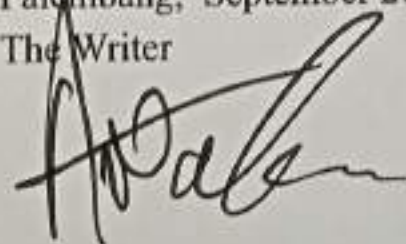Palembang, September 2023
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Marliah Ananda

ABSTRACT

The purpose of this research to there was any significant correlation between coping strategy and anxiety, there was any significant correlation between coping strategy and anxiety of the was eleventh graders is in learning English 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, the population of the study at eleventh grade of SMA Negeri 2 Palembang and used clusters the sampling technique and got 420 students as sample in this research to collect the data the writer used 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 it's lower than 0,05.It means that the normality of data was rejected because the data used Spearman correlation.
Keywords: coping strategy, anxiety, learning stress, and English.

TABLE OF CONTENT

LIST OF TABLE

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

This chapter presents : (1) background of the study, (2) problems of the study, (3) formulation of the problems, (4) objective of the research, and (5) significance of the study.

1.   Background of the Study

Coping strategies play important role to the failure of students in foreign language acquisition, this problem cannot be seen in an easy way. Krashen (2013. p 4) claimed that anxiety contribution in foreign language learning failure, even if not directly, still might happen since it prevents input from being processed by brain for language acquisition. Students with anxiety and learning stress often face some difficulties in acquiring target language. They may had learned English since early level and even some of them also attend English course to develop their English proficiency, but, at the end, they are unable to give their best performance because they are psychologically affected by these factors.

The presence of affective variables determine the success of students in learning as foreign language, and coping strategy was one of these attitudinal factors. Anxiety and learning stress became the barriers such as trembling, blank, confused, hesitated, so on. For students to enrich their English achievement, studies on coping strategies for foreign language were still sadly lacking. There is still a limited resource of empirical research on students' coping strategies for dealing with language achievement. Prasetyaningrum et al. (2020) state that strategy is defined as a series of outcomes designed to achieve a specific goal. That is why, Senior High School students must develop their capability to create

strategies to solve problems in learning a foreign language (Kao & Craigie, 2013). This is supported by Prasetyaningrum et al. (2020), one way solve the students' problems is they must be able to use specific strategies to encounter the problems they face in English class.

Furthermore, Kondo and Yang (2004) found 70 basic strategies for dealing with anxiety in a second language, which can be summed up into five strategies: preparation, relaxation, positive thinking, peer seeking, and resignation. Marwan (2007), also proposed four strategies that students frequently use to cope with foreign language, they are preparation, relaxation, positive thinking, and peer seeking. Liu (2007), analyzes several strategies that can reduce learning English anxiety based on her participants' responses. According to their responses, more practice and better preparation can contribute to overcoming their fear of talking and the creativity of English teachers is important to overcome their fear of speaking, and the creativity of English teachers is important to create a familiar and supportive school environment.

Another attitudinal factor is anxiety, according to (Al-Shboul et al (2013), Amiri and Ghonsooly (2015) and Oruc and Demirci (2020), have reported that anxiety as measured by the Foreign Language Classroom Anxiety Class Scale (FLCAS) is usually coupled with poor foreign language performance. Based on this, Alrabai (2014) contended that English teachers have the most important role in alleviating students' anxiety and should be the most aware of the implications and recommendations of studies that purport to uncover the latent structure of learners' anxiety. Anxiety Students also can be felt emotionally pressured when listening to class. Most or more prefer to write than listening because they can't heard anything or have difficulty understanding because of the accent of the speaker used. Anxiety student's emotionally face when teacher ask students to read lot

of time students very hesitated to read and nervous because they don't wanna make mistake dan judgment from their classmate students because very poor pronunciation, and anxiety students' face emotionally when writing were lack of vocabulary and grammar.

Several factors why students got anxiety that might become the causes of learners' language anxiety in English language learners to face a variety of challenges that could affect is made their learning progress and academic achievement. such as speaking in front of the class, it's because of lack of vocabulary, difficulty, laziness, do not have a partner to practice English skills, the environment not supportive, friends not supportive, judgments from friends, poor pronunciation, lack of the material mastery presented, oral presentation in front of an audience, lack of confidence, afraid of making mistake, etc. These factors make students do not want to and practice their English. This problem it's makes students cannot expands their capability in English. Moreover, some students can get over it but not all students can through it and are strong enough to push themself from judgments and coping their anxiety when they try to speak like other students, we were capable of understanding English 4 skills speaking, listening, reading and writing very well.

The last feature that the writer assumes as the factor that influence students' English achievement is learning stress, according Tanveer (2007), each factor or situation makes the possibility of showing their deficiencies and language weaknesses in front of others is possible to cause language anxiety for ESL/EFL learners. Some conditions might create language anxiety such as classroom interaction in the form of an open class forum, group participation, or class presentation, or giving a short talk in any public event is likely to challenge their communicative abilities. In addition, this study is also in the line with, the study of Zhang and Zhong (2012), there are several possible causes for language

anxiety such as learners-induced and anxiety, classroom-related Anxiety, skill-specific Anxiety, and Society imposed Anxiety."

Moreover, according, Foster and Skehan (1996) and Khan and Al-Mahrooqi (2015), it has been noted that communication apprehension plays a significant role in determining the presence of anxiety among language learners." Learners-induced anxiety might be caused by learners' erroneous beliefs, unrealistic high standards, poor language abilities, self-perceived incompetence, inclined competitive nature, and dis-positional fear of negative evaluation. Next, classroom-related anxiety is related to some variables as instructors, peers, and classroom practices. Then, skill-specific anxiety might arise during language practice such as in speaking, reading, listening, and writing or test taking. Society-imposed anxiety refers to language anxiety which is caused by society hold formation, cultural connotation, and parental intervention. Students end up having stress in learning English because they only got the same old technique from their teachers and they find it boring or it's not what they want to learning because students have their way. example, some of the students understand if it's from audio, the other students understand if it is from visual such as video, and other students understand the assignment if the teacher practice it directly.

According to Nordqvist (2017), stress is an uncomfortable feeling experienced by an individual that is too demanding and a threat to their well-being especially, when such demands exceed the personal and social resources the individuals are to mobilize". But because of the methods and techniques, it's always the same, and media as well that makes them not interesting to learn more about English. The factors in here there one big factor it's that the school facility is not supported at all and it's hard for teachers to give

techniques because the teacher can't cover up all of the cost when preparing new techniques and students have other activities such as extracurriculars and homework, etc. Nagle and Sharma (2018), Academic stress symptoms include but are not limited to lack of energy, engaging in self-medication, high blood pressure, feeling depression, trouble concentrating, and restlessness." A student experiencing any of these symptoms is likely to be a victim of stress.

The negative of academic stress on students based on their previous encounters and coping strategies to be applied to debunk them. The Eleventh-grade students are compounded because of their level of development, they are fast developing the skills to deal with life stresses and going through many physical, emotional, and social changes. Sonia (2015), as they mature, they encounter crises, which may affect their academic, physical, social, emotional, and psychological development. 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.

Considering the importance of coping strategy, anxiety, and learning stress this study was aimed at finding out the correlation among coping strategy, anxiety, learning stress in students' learning English. This study was be conducted at the eleventh graders' of SMA Negeri 2 Palembang the subject of the research

1.2 Problems of the Study

In the limitations of the study, the researcher limited the subject of the research. The limitation of this study was Coping Strategy (Independent) , Anxiety (dependent), and

Learning Stress (dependent) in learning English. The researcher found out the significant correlation among them. Since the research was about the correlation among coping strategy, anxiety, and learning stress, the researcher tried to find whether there was any significant correlation. The researcher focused on the eleventh graders of SMA Negeri 2 Palembang.

1.3   Formulation of The Problems

Based on the background above, the problem can be formulated as follow:

1. Was there any significant correlation between coping strategy and anxiety of the was eleventh graders is in learning English at SMA Negeri 2 Palembang?

2. Was there any significant correlation between coping strategy and learning stress of the eleventh graders is in learning English at SMA Negeri 2 Palembang?

3. How much did coping strategy contribute toward anxiety of the eleventh graders is in learning English at SMA Negeri 2 Palembang?

4. How much did coping strategy contribute towards anxiety and learning stress in students eleventh graders of learning English at SMA Negeri 2 Palembang?

1.4   Objectives of The Research

Based on the research questions above, the objective of this study is:

1. to find out whether or not there were any significant correlation between coping strategy and anxiety of the eleventh grade is in learning English at SMA Negeri 2 Palembang.

2. to find out whether or not there were any significant correlation between coping strategy and learning stress of the eleventh graders in learning English at SMA Negeri 2 Palembang.

3. To find out did coping strategy contribute toward anxiety in students eleventh grade of learning English at SMA Negeri 2 Palembang?

4. To find out did coping strategy contribute towards anxiety and learning stress in students eleventh grade of learning English at SMA Negeri 2 Palembang?

1.5   Significance of the Study

By doing this research, the researcher expected that this study was helpful for the following groups :

1. Theoretically

The researcher expects there are any significant correlation among coping strategy, anxiety, and learning stress in students' learning English at SMA Negeri 2 Palembang.

2. Practically

A. For the Students

This research could be useful for students to know that how to coping their anxiety and learning stress on their self to reach their learning English.

B. For the Next Researcher

The results of this research can give a little bit of help for their thesis proposal for education English language coping strategies, anxiety, and learning stress. This research can be used as a reference for similar research and benefits in education.

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LIST OF TABLE

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CHAPTER I

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The presence of affective variables determine the success of students in learning as foreign language, and coping strategy was one of these attitudinal factors. Anxiety and learning stress became the barriers such as trembling, blank, confused, hesitated, so on. For students to enrich their English achievement, studies on coping strategies for foreign language were still sadly lacking. There is still a limited resource of empirical research on students' coping strategies for dealing with language achievement. Prasetyaningrum et al. (2020) state that strategy is defined as a series of outcomes designed to achieve a specific goal. That is why, Senior High School students must develop their capability to create

strategies to solve problems in learning a foreign language (Kao & Craigie, 2013). This is supported by Prasetyaningrum et al. (2020), one way solve the students' problems is they must be able to use specific strategies to encounter the problems they face in English class.

Furthermore, Kondo and Yang (2004) found 70 basic strategies for dealing with anxiety in a second language, which can be summed up into five strategies: preparation, relaxation, positive thinking, peer seeking, and resignation. Marwan (2007), also proposed four strategies that students frequently use to cope with foreign language, they are preparation, relaxation, positive thinking, and peer seeking. Liu (2007), analyzes several strategies that can reduce learning English anxiety based on her participants' responses. According to their responses, more practice and better preparation can contribute to overcoming their fear of talking and the creativity of English teachers is important to overcome their fear of speaking, and the creativity of English teachers is important to create a familiar and supportive school environment.

Another attitudinal factor is anxiety, according to (Al-Shboul et al (2013), Amiri and Ghonsooly (2015) and Oruc and Demirci (2020), have reported that anxiety as measured by the Foreign Language Classroom Anxiety Class Scale (FLCAS) is usually coupled with poor foreign language performance. Based on this, Alrabai (2014) contended that English teachers have the most important role in alleviating students' anxiety and should be the most aware of the implications and recommendations of studies that purport to uncover the latent structure of learners' anxiety. Anxiety Students also can be felt emotionally pressured when listening to class. Most or more prefer to write than listening because they can't heard anything or have difficulty understanding because of the accent of the speaker used. Anxiety student's emotionally face when teacher ask students to read lot

of time students very hesitated to read and nervous because they don't wanna make mistake dan judgment from their classmate students because very poor pronunciation, and anxiety students' face emotionally when writing were lack of vocabulary and grammar.

Several factors why students got anxiety that might become the causes of learners' language anxiety in English language learners to face a variety of challenges that could affect is made their learning progress and academic achievement. such as speaking in front of the class, it's because of lack of vocabulary, difficulty, laziness, do not have a partner to practice English skills, the environment not supportive, friends not supportive, judgments from friends, poor pronunciation, lack of the material mastery presented, oral presentation in front of an audience, lack of confidence, afraid of making mistake, etc. These factors make students do not want to and practice their English. This problem it's makes students cannot expands their capability in English. Moreover, some students can get over it but not all students can through it and are strong enough to push themself from judgments and coping their anxiety when they try to speak like other students, we were capable of understanding English 4 skills speaking, listening, reading and writing very well.

The last feature that the writer assumes as the factor that influence students' English achievement is learning stress, according Tanveer (2007), each factor or situation makes the possibility of showing their deficiencies and language weaknesses in front of others is possible to cause language anxiety for ESL/EFL learners. Some conditions might create language anxiety such as classroom interaction in the form of an open class forum, group participation, or class presentation, or giving a short talk in any public event is likely to challenge their communicative abilities. In addition, this study is also in the line with, the study of Zhang and Zhong (2012), there are several possible causes for language

anxiety such as learners-induced and anxiety, classroom-related Anxiety, skill-specific Anxiety, and Society imposed Anxiety."

Moreover, according, Foster and Skehan (1996) and Khan and Al-Mahrooqi (2015), it has been noted that communication apprehension plays a significant role in determining the presence of anxiety among language learners." Learners-induced anxiety might be caused by learners' erroneous beliefs, unrealistic high standards, poor language abilities, self-perceived incompetence, inclined competitive nature, and dis-positional fear of negative evaluation. Next, classroom-related anxiety is related to some variables as instructors, peers, and classroom practices. Then, skill-specific anxiety might arise during language practice such as in speaking, reading, listening, and writing or test taking. Society-imposed anxiety refers to language anxiety which is caused by society hold formation, cultural connotation, and parental intervention. Students end up having stress in learning English because they only got the same old technique from their teachers and they find it boring or it's not what they want to learning because students have their way. example, some of the students understand if it's from audio, the other students understand if it is from visual such as video, and other students understand the assignment if the teacher practice it directly.

According to Nordqvist (2017), stress is an uncomfortable feeling experienced by an individual that is too demanding and a threat to their well-being especially, when such demands exceed the personal and social resources the individuals are to mobilize". But because of the methods and techniques, it's always the same, and media as well that makes them not interesting to learn more about English. The factors in here there one big factor it's that the school facility is not supported at all and it's hard for teachers to give

techniques because the teacher can't cover up all of the cost when preparing new techniques and students have other activities such as extracurriculars and homework, etc. Nagle and Sharma (2018), Academic stress symptoms include but are not limited to lack of energy, engaging in self-medication, high blood pressure, feeling depression, trouble concentrating, and restlessness." A student experiencing any of these symptoms is likely to be a victim of stress.

The negative of academic stress on students based on their previous encounters and coping strategies to be applied to debunk them. The Eleventh-grade students are compounded because of their level of development, they are fast developing the skills to deal with life stresses and going through many physical, emotional, and social changes. Sonia (2015), as they mature, they encounter crises, which may affect their academic, physical, social, emotional, and psychological development. 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.

Considering the importance of coping strategy, anxiety, and learning stress this study was aimed at finding out the correlation among coping strategy, anxiety, learning stress in students' learning English. This study was be conducted at the eleventh graders' of SMA Negeri 2 Palembang the subject of the research

1.2 Problems of the Study

In the limitations of the study, the researcher limited the subject of the research. The limitation of this study was Coping Strategy (Independent) , Anxiety (dependent), and

Learning Stress (dependent) in learning English. The researcher found out the significant correlation among them. Since the research was about the correlation among coping strategy, anxiety, and learning stress, the researcher tried to find whether there was any significant correlation. The researcher focused on the eleventh graders of SMA Negeri 2 Palembang.

1.3   Formulation of The Problems

Based on the background above, the problem can be formulated as follow:

1. Was there any significant correlation between coping strategy and anxiety of the was eleventh graders is in learning English at SMA Negeri 2 Palembang?

2. Was there any significant correlation between coping strategy and learning stress of the eleventh graders is in learning English at SMA Negeri 2 Palembang?

3. How much did coping strategy contribute toward anxiety of the eleventh graders is in learning English at SMA Negeri 2 Palembang?

4. How much did coping strategy contribute towards anxiety and learning stress in students eleventh graders of learning English at SMA Negeri 2 Palembang?

1.4   Objectives of The Research

Based on the research questions above, the objective of this study is:

1. to find out whether or not there were any significant correlation between coping strategy and anxiety of the eleventh grade is in learning English at SMA Negeri 2 Palembang.

2. to find out whether or not there were any significant correlation between coping strategy and learning stress of the eleventh graders in learning English at SMA Negeri 2 Palembang.

3. To find out did coping strategy contribute toward anxiety in students eleventh grade of learning English at SMA Negeri 2 Palembang?

4. To find out did coping strategy contribute towards anxiety and learning stress in students eleventh grade of learning English at SMA Negeri 2 Palembang?

1.5   Significance of the Study

By doing this research, the researcher expected that this study was helpful for the following groups :

1. Theoretically

The researcher expects there are any significant correlation among coping strategy, anxiety, and learning stress in students' learning English at SMA Negeri 2 Palembang.

2. Practically

A. For the Students

This research could be useful for students to know that how to coping their anxiety and learning stress on their self to reach their learning English.

B. For the Next Researcher

The results of this research can give a little bit of help for their thesis proposal for education English language coping strategies, anxiety, and learning stress. This research can be used as a reference for similar research and benefits in education.

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