IDENTIFICATION OF ACADEMIC STRESS OF THE 1ST YEAR AND THE 2ND YEAR ENGLISH EDUCATION STUDENTS AT UNIVERSITY IN PEKANBARU

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ABSTRACT

The purpose of this research were to describe the level of academic stress in the 1st year and the 2nd year of English Education students and to examine whether there is a significance difference of the academic stress between the 1st year and 2nd year of English Education Students. This research was a survey design on quantitative approach. The population of the research was the 1st year and the 2nd year of English Education students at UIN Suska Riau. By having simple random sampling, it has been selected 97 first-year students from a total population 125 students and 108 second-year students from a total population 146 students. To collect the data, the researcher used a questionnaire to know the level of academic stress in the 1st year and 2nd year of English Education students. The data were analyzed by Descriptive Statistic and Inferential Statistic (non-parametric) because the data were not normally distributed using Mann-Whitney U Test on the SPSS version 21.0 program. The result of the data analyze showed 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%). It can be concluded that 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.

KEYWORDS: academic stress, 1st year, 2nd year

1 INTRODUCTION

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 various in terms of culture, background, perspectives, and opportunity to interact for interaction with various social groups. The transition of students from a school environment can lead to psychological, academic, and social shocks because students must through the process of adaptation once again (Yikealo, 2018).

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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 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).

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%.

Based on the explanation above, 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.

2   METHODOLOGY

This research is a quantitative study, which is promoted by Gay et al. (2012) it 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).

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 this research, the researcher used stratified random sampling. Stratified random sampling is dividing the population into characteristics (strata/subgroups) and taking random samples from each stratum (Nalendra et al., 2021). 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.

Table 1. *The Sample of the 2nd Semester*

No	Class	Sample
1.	2A	24
2.	2B	24
3.	2C	24
4.	2D	25
Total		**97**

Table 2. *The Sample of the 4th Semester*

No	Class	Sample
1.	4A	21
2.	4B	22
3.	4C	21
4.	4D	22
5.	4E	22
Total		**108**

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).

For technique of analysis the data, the researcher 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). Inferential Statistics was 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.

3   RESULT AND DISCUSSION

A. Result

1. ***The level of academic stress in the 1st year and the 2nd year of English Education Students at UIN Suska Riau.***

The researcher found that the total score of first-year students was 6853 and the total score of second-year students was 7712. After that, the researcher analyzed the total score result using *SPSS version 21.*

Table 3. *The Score Classification of Academic Stress in the 1st Year of English Education Students*

	Categories	Frequency	Percent	Valid Percent	Cumulative Percent
	Very Low	18	18.6	18.6	18.6
	Low	50	51.5	51.5	70.1
Valid	Moderate	14	14.4	14.4	84.5
	High	10	10.3	10.3	94.8
	Very High	5	5.2	5.2	100
	Total	97	100	100	

From the table above, it can be seen that 18 students were at very low category, with the percentage 18.6%. 50 students were at low category with the percentage 51.5%. 14 students were at moderate category, with the percentage 14.4%. 10 students were at high category, with the percentage 10.3%. 5 students were at very high category, with the percentage 5.2%. Based on the explanation

above, the researcher concluded that the category of Academic Stress for 1st year English Education Students was at low level.

Table 4. *The Score Classification of Academic Stress in the 2nd Year of English Education Students*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low	19	17.6	17.6	17.6
	Low	48	44.4	44.4	62.0
	Moderate	20	18.5	18.5	80.6
	High	13	12.0	12.0	92.6
	Very HIgh	8	7.4	7.4	100
	Total	108	100	100	

From the table above, it can be seen that 19 students were at very low category, with the percentage 17.6%. 48 students were at low category with the percentage 44.4%. 20 students were at moderate category, with the percentage 18.5%. 13 students were at high category, with the percentage 12.0%. 8 students were at very high category, with the percentage 7.4%. Based on the explanation above, the researcher concluded that the category of Academic Stress for 2nd year English Education Students was at low level.

2. ***The significant difference of the academic stress between the 1st year and the 2nd year of English Education students at UIN Suska Riau.***

To answer the second research question, the researcher first conducts a normality test. The normality test is performed to determine whether the data collected comes from a normally distributed population or not (Noor, 2011). Data is considered normal if it has $P > 0.05$ and data is considered not normal if $P < 0.05$. The normality test in this study used the Kolmogorov-Smirnov test and was processed with SPSS version 21.

Table 5. *Test of Normality of 1st Year and 2nd Year of English Education Students*

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Academic Stress in the 1st Year	.185	97	.000	.926	97	.000
Academic Stress in the 2nd Year	.170	108	.000	.927	108	.000
a. Lilliefors Significance Correction						

For the normality test, it can be seen that the asymp significant value for 1st year of English Education Students was 0.000 P < 0.05) and the asymp significant value for 2nd year of English Education Students was 0.000 (P < 0.05). So, it can be concluded that both of the data are not normal.

Next, the researcher conducted the Mann-Whitney U Test. Mann-Whitney U Test was conducted to determine whether there was a difference between two independent samples. According to Pallant (2016), the Mann-Whitney U Test is used to test two independent groups.

Table 6. *Significant Difference between 1ˢᵗ Year and 2ⁿᵈ Year of English Education Students*

	Academic Stress
Mann-Whitney U	5016.000
Wilcoxon W	10902.000
Z	-.524
Asymp. Sig. (2-tailed)	.600

Based on the output SPSS above, the Mann-Whitney U Test analysis showed an *Asymp. Sig. (2 tailed)* value of 0.600 (P > 0.05). It can be concluded that Ho (null hypothesis) was accepted and Ha (alternative hypothesis) was rejected, thus inferentially including that there was not a significant difference of the academic stress between the 1ˢᵗ year and 2ⁿᵈ year of English Education Students.

B. Discussion

Based on result of the research, it shows that the level of academic stress in the 1st year students was at a low level. It can be seen that 18 students were at very low category, with the percentage 18.6%. 50 students were at low category with the percentage 51.5%. 14 students were at moderate category, with the percentage 14.4%. 10 students were at high category, with the percentage 10.3%. 5 students were at very high category, with the percentage 5.2%. The result of this study were supported by Pratiwi et al. (2021) which found that the data showed that the academic stress in the 1st year at University of Jember was at a low level with 37 students (29.4%). The low academic stress depended on students' assessment that the factors causing academic stress were not harmful and students were able to control the situation, making the academic stress experienced feel lighter (Lagiran et al., 2015).

Furthermore, this research also discussed academic stress in the 2nd year of English Education Students, which was also in the low level. It can be seen that 19 students were at very low category, with the percentage 17.6%. 48 students were at low category with the percentage 44.4%. 20 students were at moderate category, with the percentage 18.5%. 13 students were at high category, with the percentage 12.0%. 8 students were at very high category, with the percentage 7.4%. The result of this study were also supported by Manjunanth & Kulkarni (2013) which stated that the academic stress in the 2nd year students was at a low level, with the percentage 57% compared to the 1st year students with the percentage 59%. In addition, the result also showed that there was not a significant different between academic stress in the 1st year and the 2nd year of English Education students.

4   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 ware 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%).

2. 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.

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