

**STUDENTS' BURNOUT IN ENGLISH CLASS AMONG
THE EIGHTH GRADE STUDENTS
AT SMP N 4 PONOROGO**

THESIS



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ABSTRACT

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Students' burnout is a phenomenon that is receiving increasing attention in educational contexts. In the modern era of ever-increasing social pressures and demands, an in-depth understanding of the types that can lead to burnout in college students is essential. This study examines the phenomenon of student burnout in junior high school settings, focusing on the core components identified by Maslach's Theory of burnout: emotional exhaustion, depersonalization, and lack of achievement. It may manifest as decreased motivation, performance decline, and a negative attitude towards English language learning activities. The researcher investigates the prevalence and factors contributing to student burnout and explores strategies employed by teacher to address and mitigate burnout among their students.

This research aims to (1) analyze the burnout types that the students of the eighth grade face in the language classes of the SMP N 4 Ponorogo; (2) describe how teacher overcome the problem of students' burnout in English classes that at SMP N 4 Ponorogo.

This research was designed using a descriptive qualitative method. Data were collected through closed questionnaires, in-depth interviews, observation and documentations. Participants came from students and English teachers of class 8B at SMP N 4 Ponorogo who were selected by using *purposive sampling*. The research data were then analyzed using the analysis model descriptive, including data condensation, data presentation and conclusion.

Based on the result of data analysis found that (1) the students' burnout types, which consists of emotional exhaustion include students being lethargic, lackluster, and not responding actively during lessons. Depersonalization shown by a cold or cynical attitude towards activities in the English class and a tendency to withdraw from interactions. Lack of achievement, struggle to maintain motivation to learn English and feel underappreciated for their efforts. (2) English teachers cope with burnout by applying relaxation techniques, implementing effective time management strategies, using varied methods, teaching with humor and seeking support from colleagues and family. Teachers do not invite students to the library, or study outside to overcome burnout.

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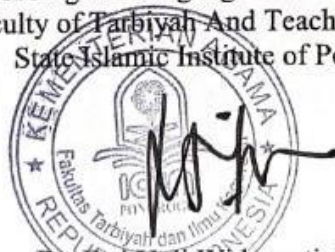
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I, hereby declare that the submitted thesis is entirely my original work. Any assistance and sources used in the preparation of this thesis have been acknowledged and appropriately cited.

I confirm that this thesis, in whole or in part, has not been submitted for assessment to any other degree or diploma in other institution or university. Furthermore, I declare that this work has not been published or submitted for publication elsewhere.

I fully understand the gravity of the consequences of any form of academic dishonesty, plagiarism and I take full responsibility for the authenticity and originality of this thesis. I certify that all information presented in this work is accurate and based on research conducted by me.

Thank you for your attention this matter.

Ponorogo, May 17th 2024

Sincerely



Selvi Ayu Anggraini

PONOROGO

CHAPTER I

INTRODUCTION

A. Background of the Problem

Students' burnout is a phenomenon that is receiving increasing attention in educational contexts. In the modern era of increasing student pressure and social demands, an in-depth understanding of the types that can lead to burnout in college students is essential. In addition to the student burnout, students also face social demands and family responsibilities. Traditional role shifts, such as students having to help take care of the family, can add complexity to the level of burnout.

Students' burnout is a set of signs that arise from emotional exhaustion, both physically and mentally, which involves the development of a negative self concept, lack of focus, and non positive study behaviors.¹ Maslach research model emphasizes three types of burnouts: emotional exhaustion, depersonalization, lack of achievement.² Students' burnout refers to physical and mental exhaustion arising from excessive student demands, lack of motivations, and feelings of hopelessness towards education.³

Students' burnout in eighth grade junior high school students is a state of stress and exhaustion experienced by students at this level. It is caused by high student pressure, demands to achieve excellent results, as well as feelings of inadequacy in the face of study and exam loads. Eighth graders may experience feelings of

¹ Maslach, C. (2003). *Burnout: The Cost of Caring*. Malor Books, Cambridge.

² Maslach, C & Leiter, M P. 1997. *The Truth About Burnout: How Organizations Cause Personal Stress*. San Fransisco: Jossey-Bass

³ Schaufeli, Wilmar B. 2004. "Burnout in Work Teams: The Role of Team Member Dependence." 94.

physical and emotional exhaustion, decreased motivation in learning, and perhaps even symptoms of anxiety due to the high demands. Students' burnout in eighth grade middle school students can have a negative impact on their physical and mental well-being as well as their performance.

Students' burnout is a serious problem at various levels of education, including at SMP N 4 Ponorogo in class VIII students. In detailing the author's conjecture that causes burnout. The first conjecture is that the cause of students' burnout is student workload eighth grade students may face an intensive academic load. The second conjecture is students may have responsibilities towards sick parents some students may have additional responsibilities in caring for sick parents. The third conjecture is that students may have responsibilities towards younger siblings who must be cared for younger siblings may face additional burdens that can have an impact on their balance of time and energy. The authors' fourth conjecture is that some students may experience uncertainty or lack of clarity regarding goals for their future. These engagements can be a significant type in students' burnout levels.

Researching students' burnout in junior high schools, especially in eighth grade English classes, is very important. Because by conducting research on student burnout in eighth grade especially English class, researchers hope to be able to take steps to prevent it, provide the support needed, and create a healthier and more productive learning environment for students at this level. This research can help in developing more effective learning strategies in English subjects. This includes teaching methods, classroom management, and how to cope with learning stress. With this research, we can better understand the challenges that students in eighth

grade face in learning English and look for ways to improve their experience in this subject.

The author underlines the need for research on students' burnout, specifically in the eighth grade, with a focus on English classes. The research aims to identify symptoms, prevent burnout, provide support, and enhance the overall learning environment. Students' burnout is associated with decreased motivation, burnout, difficulty concentrating, and potential negative impacts on both physical and mental well-being.

Based on the results of a preliminary study conducted at SMP N 4 Ponorogo, the problem of students' burnout still occurs a lot. This is supported by the emergence of symptoms that indicate that students experience burnout in learning, namely students often talk to their friends when the teacher explains the subject matter. This indicates that they may have lost interest or concentration on the subject matter being taught. Talking to their friends when their friends are paying attention and listening to the teacher explain. This could be a sign that they feel less engaged or feel tired of the learning that is taking place. Some students even feel sleepy and fall asleep in class. Physical and mental burnout can cause students to feel sleepy and even fall asleep in class. This could be due to too much learning load or lack of interest in the subject matter. There are also students who have fun with their activities such as playing with pens, rulers, and textbooks, and there are also students who play games on their cellphones. This indicates a lack of students' engagement in the learning process.

Based on the initial observations that have been made, it can be concluded that the symptoms mentioned indicate a serious problem related to learning fatigue in the school environment. This problem is not only limited to students' feelings of physical and mental exhaustion, but also has a concrete impact on the decline in their academic grades. In other words, these symptoms are signs indicating that students are experiencing significant learning burnout, and the negative effects are seen in the decline of their academic performance. This reflects the importance of detecting, and understanding the problem of learning burnout in schools in order for students to redevelop motivation and interest in learning and improve their academic performance.

B. Research Focus

Based on the problems found in the research background, the researcher focuses on analyzing the types of the students' burnout in English class of the eighth grade students at SMP N 4 Ponorogo and how teacher overcome the students' burnout in English class of the eighth grade students at SMP N 4 Ponorogo.

C. Statement of Problems

Based on the research focus, the problem statement of this research is:

1. What are the types of students' burnout in English class of eighth grade students at SMP N 4 Ponorogo?
2. How does the teacher overcome the students' burnout at SMP N 4 Ponorogo?

D. Objectives of the Study

Based on the statement of problem, the research objectives of this research are:

1. To analyze the types of students' burnout in English class of the eighth grades students at SMP N 4 Ponorogo.
2. To describe how the teacher overcome the problem of students' burnout in English class of the eighth grades students at SMP N 4 Ponorogo.

E. Significances of the Study

The results of this research are expected to be useful. The benefits of this research are:

1. Theoretical benefits

The theoretical benefits of this research are that it can provide information about the types that influence students' burnout in English class.

2. Practical benefits

The results of this research can be applied and utilized in a broader context, including a boarder context, including a broader context, including:

- a. For teaching teachers, it is hoped that the results of the study will help understand student development, especially in the field of social personal guidance, namely the burnout types in students' burnout in students.
- b. For schools, this research is expected to be consideration to deal with student problems related to students' burnout.

- c. For readers and society in general, this research is expected to be able to become material in responding wisely to the increasing phenomenon of students' burnout.
- d. This research is expected to be used as a material consideration and comparison for further research.

F. Organization of the Study

The systemic writing of writing of this thesis is as follows:

1. Chapter I; introduction, chapter I contains, background of the problem (problem identification, problem limitation) research focus, statement of problem, research objectives, research benefits and systemic discussion.
2. Chapter II; theoretical basics: in this theoretical study chapter, it presents related to the theories used by researchers in the form of understanding burnout, types affecting burnout in English classes.
3. Chapter III; the research presents methodology it is presented regarding the research design, research setting, data collection technique, data analysis technique and data procedure.
4. Chapter IV; this chapter explains the main research finding and discussion which present the common data that will be appear after do the research procedure.
5. Chapter V; this chapter discusses the conclusion of the research and some recommendation for the further study to make better research after this.

CHAPTER II

LITERATURE REVIEW

The researcher discusses the relevant theories connected to the study, previous research related study, and the conceptual framework used in the research in this chapter. There are three sections in this chapter: theoretical description, previous study and conceptual framework.

A. Theoretical Background

1. Students' Burnout
 - a. Students' Burnout Definition

In the Big Indonesian Dictionary (KBBI), student burnout means being bored or fed up with work all year round. Students' burnout is defined as boredom and a state that describes an increase in cause without an increase in effect. In addition, the literal meaning of students' burnout is to be so dense or full that it can't hold anything anymore. Students' burnout as a state of physical, emotional and mental exhaustion that results from long-term involvement with people in situations that are emotionally demanding, burnout is a state of physical, emotional, and mental exhaustion that results from long-term involvement with people in situations that are emotionally demanding situations⁴. Students' burnout is defined as a syndrome resulting from persistent stress in work that is persistent and unsuccessfully managed by the individual, characterized by depleted energy, perception of apathy (cynicism) towards work and other people in the position, resulting in decreased

⁴ Dela, et. Al. (2022). *Application of Relaxation Techniques to Reduce Student Learning Burnout at SMA Negeri 10 Bulukumba*.

motivation to work. Students' burnout in school-related contexts can lead to various mental and academic problems.

b. Students' Burnout Types

According to Maslach et al, students' burnout has three types including emotional exhaustion, depersonalization and decreased desire for self-achievement.

1. Emotional exhaustion is characterized by the depletion of emotional resources, such as feelings of frustration, hopelessness, and emotional resources, hopelessness, depressed, apathy towards work and feeling helpless, depressed, apathetic towards work and feel shackled by the tasks in the job so that a person feels unable to provide maximum psychological services. In addition, they are easily offended and easily angered.
2. Depersonalization, the process of balancing the demands of the work with individual abilities. It is characterized by being negative, rude, distancing oneself from service recipients and distancing oneself from the social environment. Away from the social environment and tends to do not care about the environment and the people around them.
3. Lack of achievement, namely the feeling of dissatisfaction with oneself, work and even life. Self, work and even life. Such as decreased work enthusiasm decreases, feeling that he has never done something that is beneficial to himself and others so that in the end it triggers a low eventually triggering a low assessment of self-competence and self-achievement. Feelings of not

unable to perform tasks and consider the tasks too much so that they are no longer able to accept new tasks⁵.

c. Students' Burnout Factor

According to Slivar in developing Maslach's theory, there are 6 causes of burnout in schools, namely:

1. There are school demands for students that require the achievement of good results with this, the students become burdened.
2. There is not enough space for students so that the level of creativity in students is limited, and the level of creativity that exists in students is limited, and they are reluctant to participate too actively in the process. They are reluctant to participate too actively in the learning process.
3. Lack of rewards for students. Giving awards and praise regularly will students can be more enthusiastic again to achievement. Because they feel that the school appreciates their hard work to achieve.
4. Lack of interpersonal relationships that exist between students and teachers with this if there is a problem from one of the students, then the problem is difficult to solve because of the lack of communication.
5. The high expectations that parent have for their children, so students become afraid to fail. In addition to expectation of criticism that is always thrown over the mistakes mistakes made by students and giving unpleasant punishments for their achievements. From this resulting in students will continue to feel threatened to be at school.

⁵ Maslach, C. & Leiter M.P., *The Truth About Burnout: How Organizations Causes Personal Stress and What to Do About it*. (San Francisco: Jossey-Bass, 1997)

6. There are different views for students from school, friends, family and the surrounding environment for learning achievements that has been achieved⁶.

d. Students' Burnout Aspects

Burnout student is a condition in which a person feels bored, tired, or less interested in the learning process. Aspects of students' burnout include:

1. Emotional exhaustion

Suggests that emotional exhaustion is characterized by a feeling of burnout experienced by individuals, both emotional and physical burnout. This can lead to a decrease in the energy they have to deal with the various activities and tasks they have. The various activities and jobs they have. Maslach & Jackson based on the MBI suggested that emotional exhaustion is caused by excessive demands faced by students and is indicated by feelings and excessive burden.⁷

2. Physical exhaustion

Patients with burnout begin to feel pain in the limbs and symptoms of chronic physical burnout accompanied by headaches, nausea, insomnia, and even loss of sleep. This is in line with Baron and Greenberg that physical exhaustion is characterized by headaches, nausea, insomnia and lack of appetite.⁸

⁶ Slivar, Branko. (2001). *The Syndrome of Burnout, Self Image, and Anxiety with Grammar School Students*. *Horizons of Psychology*, 10, 2, 21-32.

⁷ Maslach, C., & Leiter, M P. (1997). *The Truth About Burnout: How Organizations Cause Personal Stress*. San Francisco: Jossey-Bass.

⁸ Slivar, B. (2001). *The Syndrome of Burnout, Self Image, and Anxiety with Grammar School Student*. *Horizons of Psychology*, 10, 2, 21-32.

3. Cognitive burnout

State that this cognitive burnout students who experience saturation tend to get too heavy a load on the brain. Get too heavy a load on the brain. This then has an impact as expressed by Kahlil, namely the inability to concentrate, forgetfulness, and difficulty in making decisions.⁹

4. Loss of motivation

Loss of motivation in students is characterized by motivation in students is characterized by loss of idealism, students are aware of their unrealistic dreams, and loss of enthusiasm. From the symptoms above, students are considered to have lost motivation. Another form of loss of motivation is psychological withdrawal as a response to excessive stress and dissatisfaction¹⁰.

e. Impact of Students' Burnout

According to Cordes in Sagitas' research burnout can cause:

1. Mental stress

Students experiencing burnout often feel very depressed and unable to cope with pressure naturally.

⁹ Li, C, Zhu et al. (2019). *Mindfulness and athlete burnout: A systematic review and meta-analysis*. International Journal of Environment Research and Public Health.

¹⁰ Cherniss, Cary. (1980) *Staf burnout: Job stress in human services*. Beverly Hills: Sage Publication

2. Depression

A depression is a situation where students feel too pressured by English learning tasks, feel unmotivated, or feel frustrated because it is difficult to understand or communicate in English.

3. Frustration

Any student may feel that their efforts in learning English are not yielding the expected results.

4. Reduced productivity

Students feeling overly stressed or unmotivated may not be able to study as efficiently as they should.¹¹

f. Students' Burnout Overcome

There are several solutions to overcome student burnout in learning activities:

1. Implementing relaxation techniques. Relaxation is one of the techniques in behavioral therapy that was first introduced by Jacobson, a psychologist from Chicago who developed a physiological method against tension and anxiety¹². This technique he called progressive relaxation is a technique to reduce muscle tension. Jacobson argued that all forms of tension including mental tension are based on muscle contractions.

¹¹ Sagita, et al. (2021). *Tingkat Academic Burnout Mahasiswa di Masa Pandemi COVID-19*. Jurnal hasil-hasil penelitian Universitas Nusantara PGRI Kediri.

¹² Hamzah. Dwi, Y., P., S. & Imam, T. 2017. *Efektifitas Konseling Kelompok dengan Teknik Relaksasi Religious untuk Mengurangi Kejenuhan Belajar Mahasiswa*. Jurnal Bimbingan dan Konseling. Vol. 6, No. 1, Juni 2017, h. 7-12,

2. Teaching with Humor. Teachers who teach with fun and jokes will create a pleasant learning atmosphere, not rigid, students will no longer hesitate to express their ideas and opinions. Learners will no longer hesitate to express their ideas and opinions. Teachers can also respond with empathy and motivation and appreciate all learners' ideas and answers within the framework of tolerance. Learners' ideas and answers within the framework of tolerance. The spirit of humor that creates excitement in learners will have a clear impact on learners' interest in learning.
3. Inviting Learners to the Library. The library is a place where there is a lot of information that can be obtained, many sources can be used including package books, magazines, short stories and other reading books. By inviting students to the library to look for material that is being studied.
4. Using Varied Methods. Using variation in teaching I defined a teacher's action in the context of the teaching and learning process which aimed to overcome student burnout so that in the learning process students always show perseverance, enthusiasm, and play an active role¹³. The purpose of teaching variation is: increasing and maintaining the attention of students to the relevance of the teaching and learning process, providing opportunities for the possibility of functioning motivation, forming positive attitudes towards teachers and schools, providing the possibility of choice of facilities and individualized learning, encouraging students to learn.

¹³ J.J Hasibuan, Moedjiono. *Proses Belajar Mengajar*, Bandung: PT. Remaja Rosdakarya, 2009, h. 64

5. Learning outside the classroom. Students can utilize time outside of class to deepen their understanding, improve skills and reduce stress. With these out-of-class learning options, students have the opportunity to make English learning more meaningful, diverse, and less focused on academic tasks that can lead to burnout. In addition, learning outside the classroom can increase students' interest in English and help them maintain a balance between academic life and more enjoyable activities.
6. Giving learners time or opportunity to refresh for a moment. Giving learners time or opportunity to refresh for a while is a very effective solution in overcoming burnout in learning English. It involves giving students a chance to relieve boredom, reduce stress, and return to learning with a fresher spirit. Scheduling a short break in the middle of an English learning session can be replaced with the use of ice breakers. Ice breakers can be practiced at the beginning of the learning process because it can prepare students' attention and ready to follow the learning¹⁴.

B. Previous Research Findings

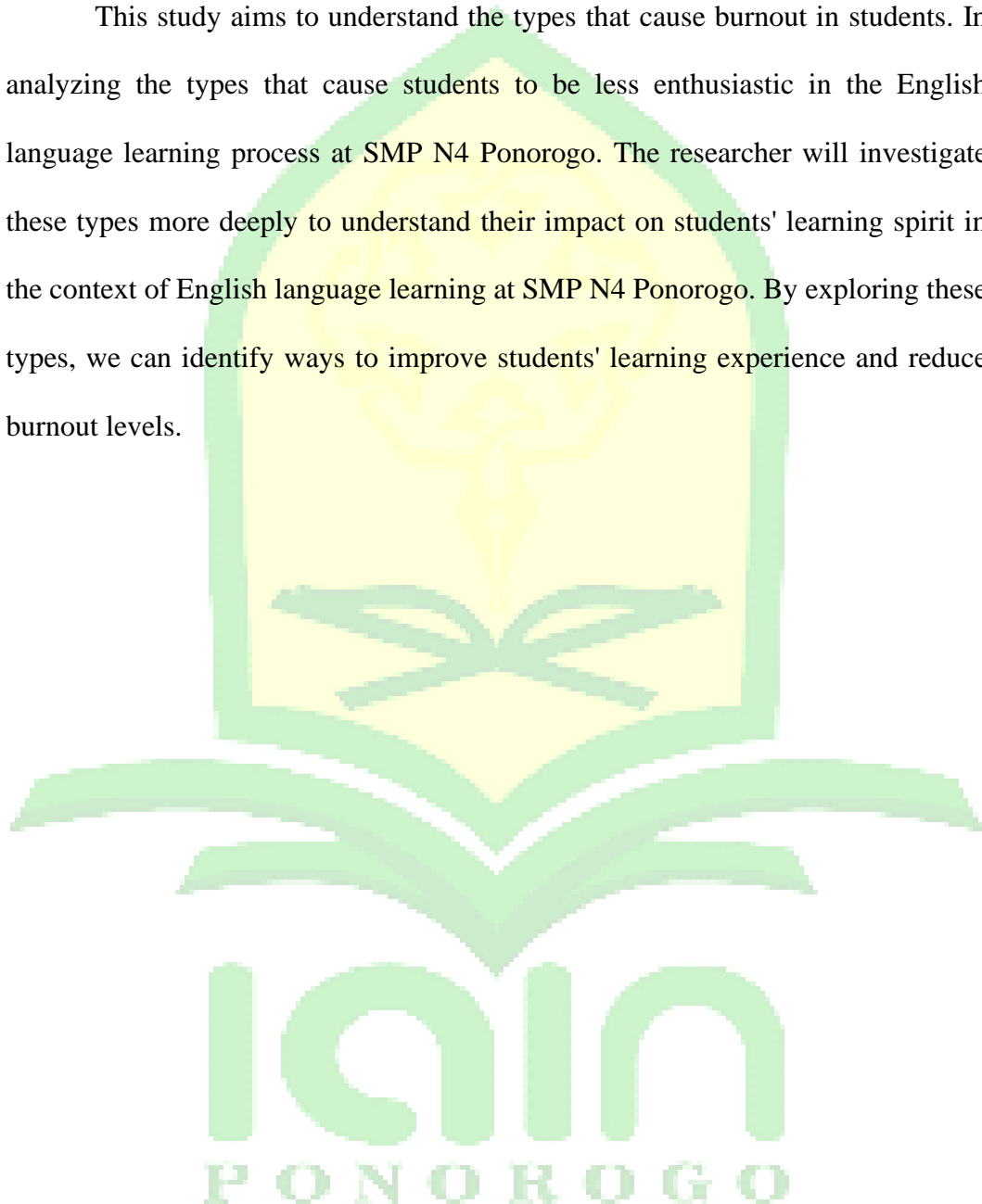
1. Seyedeh Maryam Mousav. (2022) Iranian EFL Teachers' Perceptions of Burnout Sources: A Qualitative Study In this research, it can be seen that the theme taken is about the source of burnout. The study has implications for educational policymakers and practitioners. This research shows cognitively how teachers perceived.

¹⁴ Moch. Sya'roni Hasan. (2020). *IMPLIKASI KEJENUHAN (BURNOUT) BELAJAR TERHADAP MINAT BELAJAR PESERTA DIDIK PADA MATA PELAJARAN PENDIDIKAN AGAMA ISLAM DI SMP NEGERI 2 DIWEK JOMBANG*. AL HIKMAH Jurnal Studi Keislaman, Volume 10, Nomor 1, Maret 2020

2. Siti Aminuriyah (2022) Upaya Guru Mengatasi Kejenuhan Belajar Siswa Full Day School di SDIT Nur Hidayah Surakarta, Efforts in teachers in overcoming boredom first, initial diagnosis to find out the background that causes student boredom during teaching and learning activities then provide solutions that are second, conducting creative learning so that all the needs of students can be met, third, building interpersonal relationships between teachers and students, fourth, providing balanced nutritional intake at mealtime in the classroom nutrition during meal times together at school.
3. Anna Ayu Herawati (2021) Layanan Penguasaan Konten Berbasis Digital Game Based Learning untuk Mengurangi Burnout Belajar, this study shows the effectiveness of content mastery services based on digital games to reduce burnout and can be expected to have implications for further learning activities and the advancement of counselling guidance.
4. Fadhli, T., & Siregar, I. K. (2020). Solution Focused Brief Counseling Teknik Thought Stopping Untuk Mengatasi Kecemasan Diri Terhadap Isu Virus Corona-19, this the researcher placed each group of eight students in the experimental group and the control group. The experimental group will be given special intervention through the Stopping Technique counseling group with a Solution Focused Brief approach. The data collection technique uses a self-anxiety instrument (Likert scale) which has been tested by expert validation and then the instrument is tested.
5. Golden Gadoh. (2019). School Identification and School Burnout Among High School Students in Faith-Based Schools in Malaysia This research

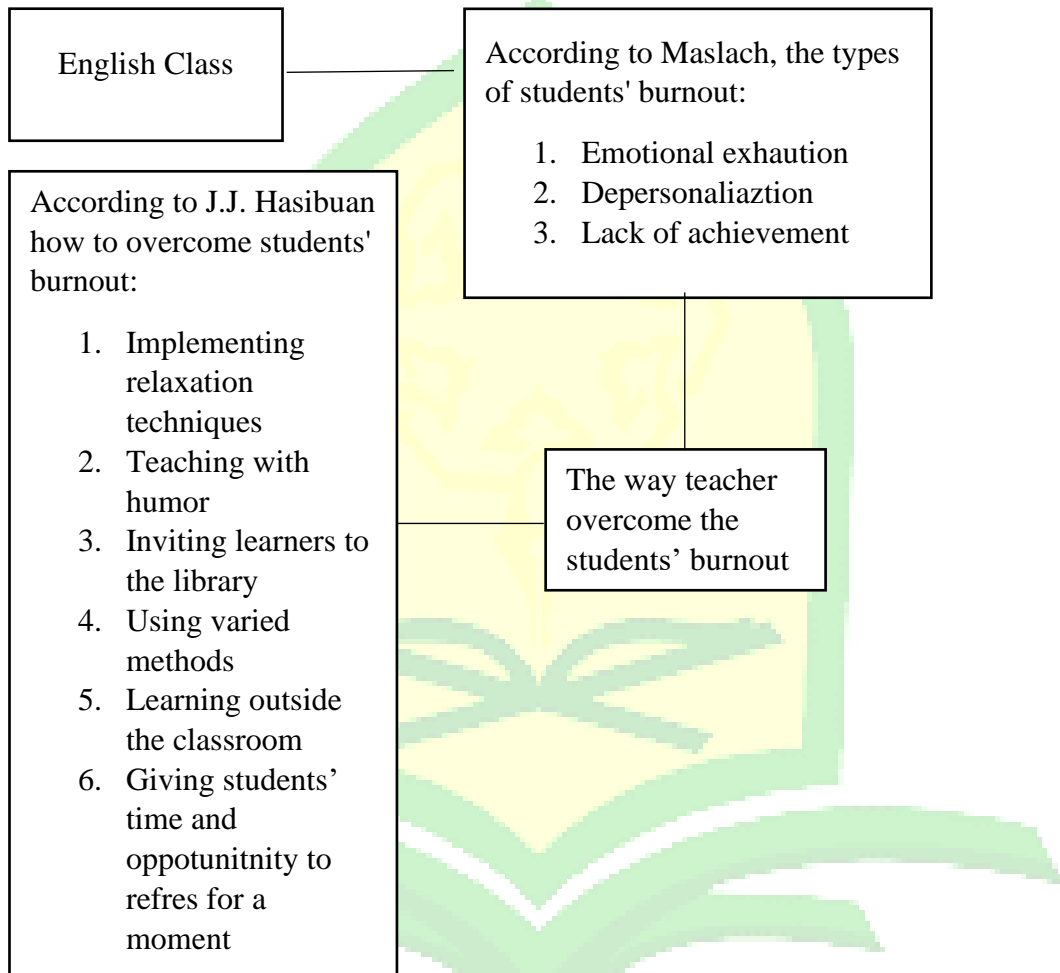
discusses school burnout, referring to student fatigue due to excessive academic demands. Burnout at school is related to absenteeism, low motivation, low achievement, and children dropping out of school

This study aims to understand the types that cause burnout in students. In analyzing the types that cause students to be less enthusiastic in the English language learning process at SMP N4 Ponorogo. The researcher will investigate these types more deeply to understand their impact on students' learning spirit in the context of English language learning at SMP N4 Ponorogo. By exploring these types, we can identify ways to improve students' learning experience and reduce burnout levels.



C. Theoretical Framework

An illustration of types that may lead to student burnout in English classes is described below:



Figures 1.1. Theoretical Framework

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research describes and identifies how the process of burnout occurs in junior high school students without calculating it statistically. So that researchers use qualitative descriptive research methods.¹⁵ Qualitative methods are used to collect data. However, the descriptive method was used to identify the types of students' burnout in English class among eighth grade at SMP N 4 Ponorogo.

This research also used descriptive qualitative method, the data were collected, classified, analyzed, and then conclusions were drawn. The results of the research are presented in the form of a description consisting of two main points: types that cause burnout in learning English and students' responses to English teachers' teaching techniques at SMP N 4 Ponorogo. In Moleong, Bogdan and Taylor state that data in descriptive qualitative research consists of spoken and written words. Because it deals with non-numerical data, it is qualitative in nature and aims to describe the facts that are analyzed systematically.

Based on this statement, the researcher used descriptive qualitative method. Because the data to be studied are the types students' burnout in English classes on SMP N 4 Ponorogo students using the theory of burnout used by English teachers in the SMP N 4 Ponorogo English Class using Maslach's burnout theory.

¹⁵ Sugiyono. (2019). *Metode Penelitian Kuantitatif Kualitatif dan R & D*. In Sutopo (Ed.), *Statistika untuk Penelitian* (2nd ed.). Alfabeta.

B. Research Setting

1. Location of the Research

The research has been conducted in an eighth grade English class at SMP N 4 Ponorogo. SMP N 4 Ponorogo is located at Jalan Jenderal Sudirman 92, KEPATIHAN, Kec. Ponorogo, Kab. Ponorogo, East Java, Indonesia, tel: +62352481429, email smp4prg@gmail.com, and official website <https://smpn4ponorogo.sch.id/>. The researcher has analyzed two eighth grade classes during English lessons with the English teacher.

2. Time of the Research

The research has lasted for 1 month starting from pre-observation in the first week of April and classroom observation in the second week of May. The third week administered questionnaires to students. The fourth week conducted interviews with English teachers.

C. Data Source

According to Lofand in Moleong, the main data sources of qualitative research are words and actions, the rest is additional data such as documents and others. The data source in the study was taken from the teachers' speech during the learning proces:

1. Primary Data Source

The main data source to find the characteristics of students who experience burnout in English classes and teacher teaching techniques that can make students

experience burnout in the English teaching and learning process in eighth grade at SMP N 4 Ponorogo.

2. Secondary Data Source

Data that is already available and has been collected and analyzed by others is referred to as secondary data sources. In this study, it is taken from several related studies that are in accordance with topics such as burnout by Slivar, Research Methods by Sugiyono, the third is about burnout by Christina Maslach.

D. Data Collection Technique

In this research, the researcher used documentation to find the types of students' burnout at English class and the teacher way to overcome the student burnout in learning process.

1. Documentation

In qualitative research, documents can be a valuable source of information. These documents consist of private and public records obtained by qualitative researchers about the research site or participants. The documents from this study include photos of English teacher and student activities during classroom learning to show actions that signify students experiencing burnout in English classes.

2. Observations

Another data collection technique is observation. Observation technique is a very common technique used in qualitative research, observation technique-based research in the world research scene has long been dominated by observation by relying on the sense of sight as a superior tool compared to the sense of hearing

which until now is still inferior and minimally carried out. In this case, observation is carried out by observing student behaviour during teaching and learning activities.

The author's role in this observation is as a non-participant. In two weeks, there were two meetings observed. Each observation lasted approximately 80 minutes, following the duration of the meeting. During the observation, the author. The author observed the signs of student burnout that appeared in each phase of English learning that took place in the classroom. Furthermore, the observations were used to find out when students tend to feel tired, bored and in what situations that can trigger their anxiety in the English class. That can trigger their student burnout in English class.¹⁶

In the observation stage, the researcher used a likert scale data collection technique to measure the level of burnout in learning English in junior high school students. The likert scale is a measurement tool that allows students to give their ratings to various statements or indicators related to burnout, which is used to evaluate the extent to which students may be experiencing burnout. This allows the researcher to gain a deeper understanding of the issue and identify types that contribute to it.

Likert scale is a scale that used to measure a persons' attitude by placing his attitude position on a unity of feelings that occur sequentially or on a continuum from a "very positive" attitude to a "very negative" attitude towards a psychological

¹⁶ Ichsan, et al. 2020. "Metode Pengumpulan Data Penelitian Musik Berbasis Observasi Auditif." *Musikolastika* 86.

object. In this study, researchers used 4 categories on a likert scale, namely: agree, doubt, disagree and strongly disagree.

Category	Positive Score	Negative Score
Agree	4	1
Doubt	3	2
Disagree	2	3
Strongly Disagree	1	4

Table 3.1 Likert Scale Scoring

3. Questionare

The data collection technique used by the author was a questionnaire. The questionnaire is a data collection technique that is done by giving a set of questions or written statements to respondents to answer. The questionnaire used in this study was a closed questionnaire. A closed questionnaire is a questionnaire that is presented in such a form that the respondent only needs to put a check mark (√) in the appropriate column or place. Questionnaires are used to collect data from students with the aim is to obtain data or materials that has been done processed. In this study, the questionnaire technique is used to find out the types that influence the process of student burnout in class VIII students at SMP N 4 Ponorogo in English subjects. The responses obtained from the eighth grades students of SMP N 4 Ponorogo.

4. Interview

Interview is a data collection technique through a oneway oral question and answer process, meaning the questions come from the interviewer and the answers

are provided by the interviewee.¹⁷ In the data collection process of this research, structured interview method is used. Structured interview is where the questions direct answers in the pattern of the questions presented¹⁸. So, the interviewer has prepared complete and detailed questions regarding possible types that can overcome students' burnout from SMP N 4 Ponorogo.

E. Data Analysis Technique

Data analysis systematically sorts and organizes data into certain categories so that themes can be put forward and produce work suggested by the data. suggested by the data. In this study, researchers used data analysis: 1. data reduction, 2. data presentation, 3. with conclusion drawing.¹⁹

1. Data Reduction

Data reduction is the process of selecting, focusing, attention, simplifying, abstracting, and transforming the raw data that emerges from field notes. Data reduction is part of the analysis of research choices about which pieces of data are coded, which are discarded, which patterns summarize some scattered parts, what stories develop, all of which are analysis choices. In accordance with the theory above, researchers conducted data reduction by selecting data, focusing on data, and simplifying data. These three things are done so that the research results have meaning related to the focus and research problems. Meanwhile, data that is not related to the focus and

¹⁷ Fathoni, Abdurrahman. 2006. *Metodologi Penelitian dan Teknik Penyusunan Skripsi*. Jakarta: Rineka Cipta. Page 105

¹⁸ Fathoni, Abdurrahman. 2006. *Metodologi Penelitian dan Teknik Penyusunan Skripsi*. Jakarta: Rineka Cipta. Page 115

¹⁹ Matthew B. Miles, et al., *Qualitative Data Analysis: A Methods Sourcebook* (USA. Sage, 2014, Third Edition), 7.

research problems will be discarded or separated to make it easier for researchers to analyze or see which data is actually needed in the study and make it easier for researchers to analyze the data. which data are actually needed in the study and make it easier for researchers to make conclusions.

2. Data Model

The presentation of data is a structured set of information that allows for drawing conclusions and taking action. Presentation of data in the form of narrative text that transformed into various types of matrices, graphs, networks and charts. All of them are all designed to combine organized information in a coherent and easily accessible form that researchers can know what is happening in order to draw conclusions so, that the researcher can know what is happening to conclude; data presentation is part of the analysis process of the analysis process.

3. Drawing Conclusions

Drawing conclusions is the final stage of data analysis in this study. Researchers try to conclude data directly obtained from the field through data, writing, and behavior. Regarding the three, conclusions will be drawn based on the situation at State junior high school 4 Ponorogo.

F. Data Procedure

1. Selecting research data

At this stage, the researcher's reason for choosing the research location was due to professional and personal interest in the field and this statement must be true. The researcher decided to conduct research in the eighth grade of SMP N 4 Ponorogo. Therefore, the researcher tried to get permission and approval from

the SMP N 4 Ponorogo to conduct this research and also explained the plans that had been prepared for this research.

2. Problem Formulation

Based on the problems and cases found in the Eighth Grade Program of SMP N 4 Ponorogo, the researcher decided to analyze the students' types of burnout and attitudes towards the teaching techniques used by English teachers.

3. Conducting literature review

The main part of the literature review was conducted after the formulation of the research aims and objectives. After that, the researcher used various secondary data sources taken from various sources related to the topic of this study such as burnout by Slivar, research methods by Sugiyono, the third is about burnout by Christina Maslach.

4. Choosing Data Collection Methods

The methods used to obtain data for this research include documentation, questionnaires, interviews, and observation. Documentation was conducted to collect secondary data from various relevant sources. Interviews were used to obtain direct views and experiences from respondents. Observation was conducted to directly observe the situation and conditions related to the research topic.

P O N O R O G O

5. Collecting Primary Data

Data on types affecting burnout and students' responses during learning were collected during the teaching and learning process in the eighth grade of SMP N 4 Ponorogo.

6. Analyzing the Data

This research analyzes data using results from observations, questionnaires, interviews, and documentation. The data obtained was then analyzed based on Maslach's theory²⁰ which includes three stages: data collection, data reduction, and conclusion drawing. At the data collection stage, information was collected from various sources to ensure accuracy and relevance. Next, the data reduction stage was conducted to simplify and organize the data that had been collected. Finally, conclusion drawing was conducted to interpret the findings and provide a deep understanding of the phenomenon under study.

7. Reaching Conclusions

The conclusions in this research are drawn based on the results of observations, questionnaires, interviews, and documentation that have been thoroughly analyzed. Each data collection method provides a different but complementary perspective, resulting in a comprehensive understanding. The analysis was conducted carefully to ensure that all data obtained was well integrated. From this process, various findings were found that supported the hypothesis and research objectives. The final conclusion provides a clear picture

²⁰ Maslach, C., & Leiter, M P. (1997). *The Truth About Burnout: How Organizations Cause Personal Stress*. San Francisco: Jossey-Bass.

of the phenomenon under study, based on strong empirical evidence from various data sources.



CHAPTER IV

RESULT AND DISCUSSION

After describing the background of the research, the theories that have confirmed the research and the research methods used, this chapter describes the results of the research. In this chapter, the researcher would present the result of the research. The data was taken from questionnaire given to Junior High School Students in SMP N 4 Ponorogo, observation checklist in the English class, and interview with English teacher. The student will give their opinion to answer 9 items related with their feeling at English class. It will describe various things regarding checklist observations and questionnaires conducted on May 2, 2024 and interviews on May 3, 2024 conducted at State Junior High School 4 Ponorogo, related to the students' burnout in English classes. After collecting the data, the researcher analyzed the data to get the result.

A. Research Setting

During the research and up to the stage of distributing questionnaires and interviews conducted by researchers, informants did not object to providing the information the researchers needed. Researchers conducted research at State Junior High School 4 Ponorogo. The following description for the research location and informants in this study is as follows:

1. School Identity

School Name	: SMP Negeri 4 Ponorogo
Status (Negeri/Swasta)	: Negeri
Forms of Education	: Sekolah Menengah Pertama

School Address : Jl. Jendral Sudirman No.92 Krajan,
Kepatihan.
Zip code : 63416
District : Ponorogo
City : Ponorogo
Province : Jawa Timur
Name of Headmaster : Winanti, M. Pd.
Telepon/Faximile : (0352) 481429.
Email : smp4prg@gmail.com
Website : <https://smpn4ponorogo.sch.id>

2. Vision, Mission and Goals of SMP Negeri 4 Ponorogo

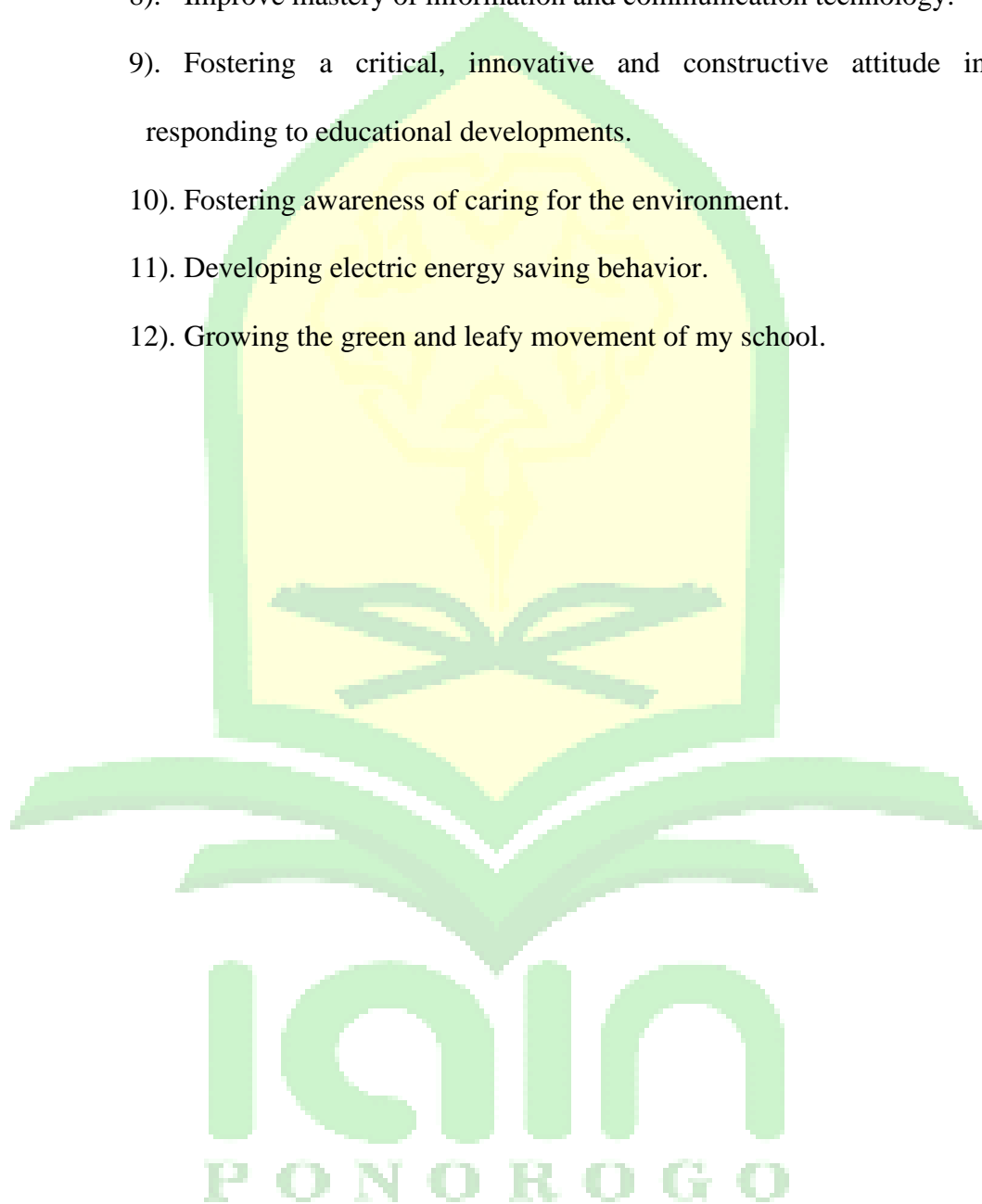
a. Vision of SMP Negeri 4 Ponorogo:

Realizing Learners who are Noble, Achieving, Skilled, Cultured,
and Care for the Environment.

b. Mission

- 1). Optimizing the practice of religious teachings.
- 2). Developing a responsive and proactive curriculum.
- 3). Optimizing the learning process.
- 4). Improve non-academic achievement.
- 5). Optimizing self-development activities.

- 6). Optimizing the implementation of authentic assessment on an ongoing basis.
- 7). Developing dignified behavior and clean culture.
- 8). Improve mastery of information and communication technology.
- 9). Fostering a critical, innovative and constructive attitude in responding to educational developments.
- 10). Fostering awareness of caring for the environment.
- 11). Developing electric energy saving behavior.
- 12). Growing the green and leafy movement of my school.

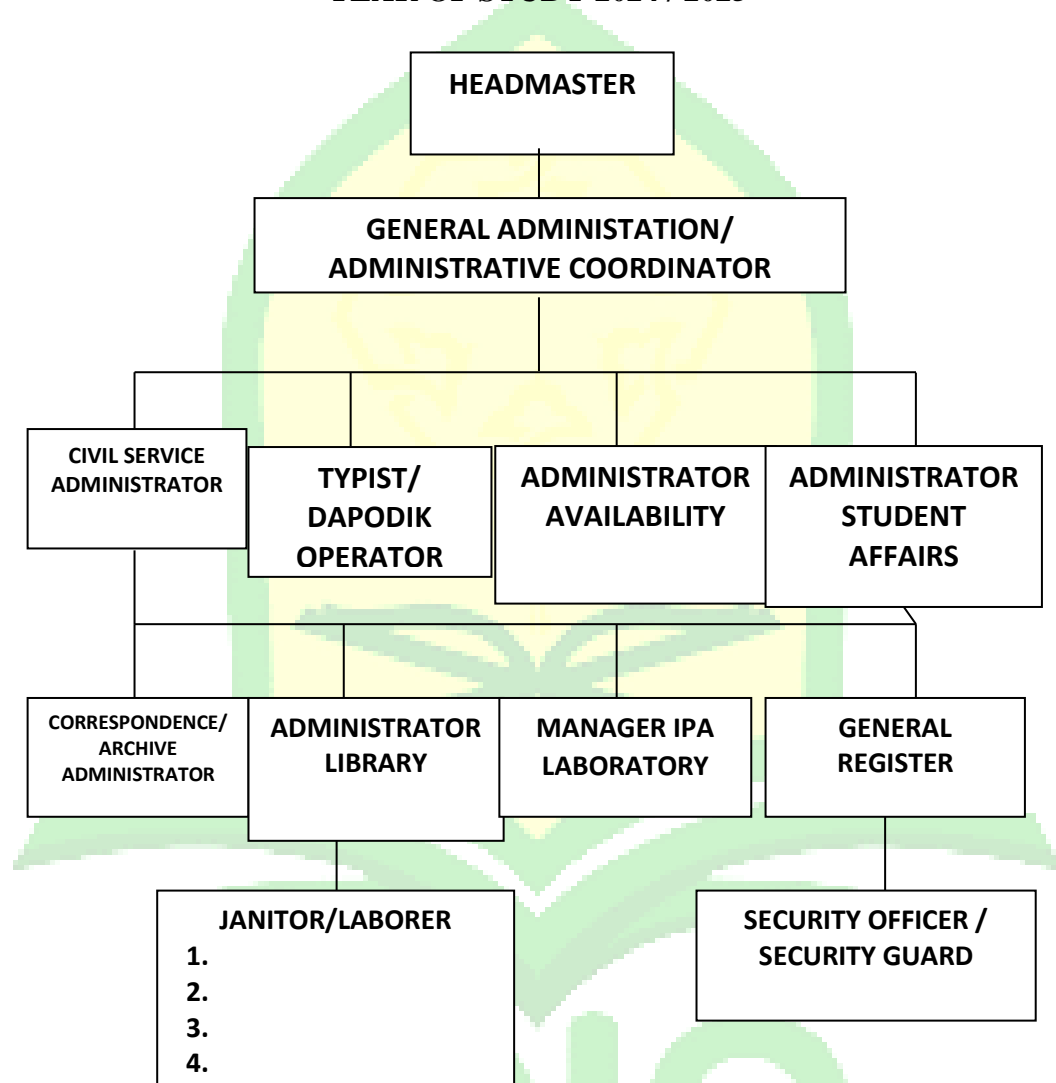


3. Organizational Structure of SMP N4 Ponorogo

ADMINISTRATIVE ORGANIZATION STRUCTURE

SMP NEGERI 4 PONOROGO

YEAR OF STUDY 2024 / 2025



Figures 4.1 Organizational Structure of SMP N4 Ponorogo

4. Human Resources of SMPN 4 Ponorogo

a. Teacher

Teachers who teach at least have qualification standards including having completed studies equivalent to D4 / S1 and the teacher's background is in accordance with the subjects taught. SMP Negeri 4 Ponorogo has teachers in various fields, both civil servants and non-civil servants. The total number of teachers is 53 people, with details of 36 ASN teachers, 7 PPPK teachers, and 10 GTT teachers.

b. Tutors

A tutor is a person who gives lessons with a small number of students. Usually, they are only needed at certain times. SMP Negeri 4 Ponorogo has special tutors in several skill programs, such as the Tahfidz and Dance programs.

c. Education Personnel

Education personnel are processors and manage data that covers school administrative files as an educational institution. The following is data on education personnel at SMP Negeri 4 Ponorogo.

NAME	PART OF
Karyuni, S.Pd	Curriculum Staff
Kuat, S.Pd	Head of Curriculum
Yudiono,S.Pd	Public Relations Staff
Dra. Hj. Purwantiningsih MA	Head of Public Relations
Dra. Ririn Hersanti	Head of Library
Dra. Dewi Puspitorini	Waka Sarpras/Bend. BOS
H. Munif Arfawie, S.Pd	Waka Kesiswaan
Suka Harimanto, M.Pd	Student Affairs Staff
Nur Aida Fitriana, S.Pd	Committee Treasurer
Fitria Karlina Arumdewi, S.Pd	P3K / Kurik staff / project coordinator

Table 4.2 Education Personnel

B. Data Description

In this chapter will discuss the analysis of data obtained from conducting research on 8 class students at SMP N 4 Ponorogo. This time the researcher will analyze based on the formulation of the problem in chapter one. These types include the demands of Maslach's theory of burnout, known as the Maslach Burnout Inventory (MBI), identifying three main dimensions that contribute to burnout: emotional exhaustion, depersonalization, and lack of achievement.²¹ Reseachers have a research focus based on three sources of research problem formulation. Sources of data were obtained from teacher interview and obsevation and student questionnaire and documentation. To strengthen the substance of data from interview, questionnaire and observation from 32 students and English teacher who active in the 2024/2025 academic year at Junior High School 4 Ponorogo eighth

²¹ Maslach, C. & Leiter M.P., *The Truth About Burnout: How Organizations Causes Personal Stress and What to Do About it.* (San Francisco: Jossey-Bass, 1997)

grades. Based on the results of the questionnaire completed by 32 students, there are strong indications that students tend to show burnout. For the first question, 12 students strongly agreed. In the second question, 9 students strongly agreed and 13 students agreed. The third question showed that 12 students agreed. The fourth question revealed that 6 students strongly agreed and 15 students agreed, while the fifth question showed 8 students strongly agreed and 11 students agreed. In the sixth question, 10 students strongly agreed and 9 students agreed. The seventh and eighth questions showed 8 students strongly agreed and 16 students agreed, respectively. Finally, the ninth question showed that 10 students strongly agreed and 15 students agreed. The remaining students either disagreed or agreed to a lesser extent, indicating that the majority of students experienced significant levels of burnout. All data from this study were described based on the focus research question.

1. The types of students' burnout according to Maslach's theory at SMP N 4 Ponorogo eighth grade.

Based on the result of questionnere and observation in SMP N 4 Ponorogo based on the Maslach theory. Based on the formulation of the problem which is to analyze the type of burnout types of students in 8th grade.

a. Emotional Exhaustion

Based on observations in class 8 of SMP N 4 Ponorogo, some clear indications show that students experience emotional exhaustion in various student situations. The following are some of the findings from the observations and questionnaires:

- 1). Students appear emotionally exhausted in various burnout situations. Students show signs of burnout such as appearing lethargic, lackluster, and lack of active response during lessons. They are often seen yawning, hanging their heads, or displaying a less than enthusiastic posture²². The questionnaire results also confirmed the presence of emotional exhaustion among the 8th grade students of SMP N 4 Ponorogo. The following are questions related to emotional exhaustion: based on the question asked: How often do you feel emotionally overwhelmed during English lessons in class²³ A significant number of students reported that they felt emotionally burdened during English lessons. These responses indicate that emotional strain is a common experience for students. However, a minority of students did not feel the same way, indicating variations in students' experiences. Overall, it is clear that emotional burden is a common problem in Grade 8 at SMP N 4 Ponorogo.
- 2). Students appear frustrated or resentful of routine tasks or daily demands. When given routine tasks or homework, students show negative reactions such as complaining, grumbling, or verbally expressing dissatisfaction. This reaction was seen when they were faced with a task given by the English teacher during a lesson and asked to conduct a discussion²⁴. based on the question, how often do you feel emotionally exhausted after completing English

²² See the appendices, 02-05/ 2024, result of Observation for Student

²³ See the appendices, 02-05/ 2024, result of Questionnaire Number 1

²⁴ See the appendices, 02-05/ 2024, Result of Observation for Student

assignments²⁵. The responses reveal that the majority of students experience an emotional burden during English lessons. Many students strongly agreed with this feeling. However, some students did not share this experience, indicating differing perspectives. Overall, the data underscores a common issue of emotional strain in the classroom.

- 3). The emergence of dramatic changes in emotional responses to student burnout. Students experience sudden emotional changes, such as going from calm to angry or complaining when facing student burnout²⁶. Based on the question, do you feel overall burnout after participating in extracurricular activities or additional tasks related to English.²⁷ Feedback indicated that most students felt emotionally burdened during English class in Grade 8. Most students confirmed this feeling. However, there were some students who did not feel this way, reflecting a variety of perspectives. Overall, the responses highlighted the issue of widespread emotional strain in the classroom.

b. Depersonalization

Based on observations and questionnaire in class 8 of SMP N 4 Ponorogo, some clear indications show that students experience depersonalization in various student situations. The following are some of the findings from the observations and questionnaires:

²⁵ See the appendices, 02-05/ 2024 Result of Questionnaire Number 2

²⁶ See the appendices, 02-05/ 2024 Result of Observation for Student

²⁷ See the appendices, 02-05/ 2024 Result of Questionnaire Number 3

- 1). Grade 8 students in English class exhibit unfriendly or antipathetic behavior toward people or tasks. cold or cynical attitudes may reflect indifference or deep dissatisfaction with the activities taking place in English class.²⁸
- 2). In the English class at SMP N 4 Ponorogo, some students may prefer to withdraw from the interaction by using their cell phones or talking to friends, rather than actually engaging in the ongoing group activity.²⁹ The third question measures the extent to which students feel helpless or out of control when faced with tasks in the English course. That is, it wants to know the level of frustration or inability you feel in managing or completing these tasks. This includes whether you often feel overwhelmed, less able to complete tasks well, or feel that these tasks are beyond your control. Your answers will help us understand how much burden or pressure you feel in relation to English tasks.³⁰ The fourth question “Students experience feelings of fatigue that impact on interpersonal relationships with classmates or English teachers” means that students feel physically or emotionally tired to the extent that it affects the way they interact with others. This fatigue may cause students to become less patient, irritable or withdraw from social interactions. As a result, their relationships with classmates and English teachers may become

²⁸ See the appendices, 02-05/ 2024, Result of Observation for Student

²⁹ See the appendices, 02-05/ 2024, Result of Observation for Student,

³⁰ See the appendices, 02-05/ 2024, Result of Questionnaire Number 4

strained or disharmonious, as the fatigue affects their ability to communicate and collaborate effectively.³¹ The fifth question “students experience feelings of depersonalization in the context of English learning” means that students feel separated or alienated from themselves when learning English. Depersonalization is a condition in which one feels like an observer of oneself, rather than an active participant. In this context, you may feel disconnected from the learning experience, feeling robotic, emotionless, or like you are just going through the motions without personal involvement. These feelings can hinder the effectiveness of learning and reduce student motivation and engagement in the learning process.³² The results showed that most students in class 8 at SMP N 4 Ponorogo experienced burnout, which negatively affected their interpersonal relationships with classmates or English teachers. Many students also admitted to feeling insecure, indicating a significant emotional impact.

c. Lack of Achievement

Based on observations and questionnaire in class 8 of SMP N 4 Ponorogo, some clear indications show that students experience lack of achievement in various student situations. The following are some of the findings from the observations and questionnaires:

³¹ See the appendices, 02-05/ 2024, Result of Questionnaire Number 5

³² See the appendices, 02-05/ 2024, Result of Questionnaire Number 6

- 1). Feeling unable to achieve personal achievement in student tasks.³³ The sixth question about students finding it difficult to be motivated to learn English indicates that you are having problems finding the drive or enthusiasm to learn English. This difficulty could be caused by a variety of types, such as a lack of interest in the subject, burnout, frustration due to difficulty understanding the material, or a lack of support from your surroundings. As a result, you may feel lazy or unmotivated to invest time and energy in learning English, which can hinder your progress in mastering the language.³⁴ The findings reveal that a majority of students struggle with motivation in learning English. A notable number of students strongly agreed with this sentiment, indicating a pronounced difficulty. This trend underscores a significant challenge in fostering motivation within the classroom environment. Overall, the data highlights the importance of addressing motivational barriers to enhance learning outcomes in English education.
- 2). Difficulty in maintaining a balance between student tasks and personal life³⁵. Describing that grade 8 students at SMP Negeri 4 Ponorogo have difficulty in maintaining a balance between their student tasks and their personal lives. This suggests that students may feel stressed or exhausted from having to cope with

³³ See the appendices, 02-05/ 2024, Result of Observation for Student

³⁴ See the appendices, 02-05/ 2024, Result of Questionnaire Number 7

³⁵ See the appendices, 02-05/ 2024, Result of Observation for Student

heavy student demands at school while trying to maintain their personal activities and relationships outside the school environment.

3). Difficulty in adapting to changes in the student environment³⁶.

This indicates that there is a concern for how one feels about being rewarded for their efforts in achieving success in English language learning, while highlighting the challenges they may experience in adjusting to changes in the educational context.

4). Showing signs of decline in personal academic performance³⁷.

The responses indicate that a significant number of students experience a decline in interest or passion for English language material.³⁸ Many students, both strongly agreeing and agreeing, confirm this trend. However, it's noteworthy that some students strongly disagreed, revealing diversity in perspectives regarding interest in English lessons. Overall, the data highlights a prevalent decrease in enthusiasm for the subject, albeit with some variation among students.

5). Emergence of changes in teaching style or classroom management methods³⁹. This can be due to a variety of types

such as advances in pedagogical research, the adoption of new technologies, or responses to evolving student needs. Ultimately, these changes aim to improve the effectiveness and relevance of

³⁶ See the appendices, 02-05/ 2024, Result of Observation for Student

³⁷ See the appendices, 02-05/ 2024, Result of Observation for Student

³⁸ See the appendices, 02-05/ 2024, Result of Questionnaire Number 8

³⁹ See the appendices, 02-05/ 2024, Result of Observation for Student

teaching practices to better support students' learning and development but some students in grade 8 at SMP N 4 Ponorogo find it difficult to blend in.

2. The ways teachers overcome students' burnout in class 8 at SMP N 4 Ponorogo

Based on the result of interview and observations in the based Maslach theory⁴⁰. Research methods related to the theories used by researchers in the form of the teacher's way of teaching to reduce burnout and the way teacher solving burnout in 8 grades at English classroom.

In an effort to reduce burnout in the English classroom, teachers have an important role to play in creating a supportive, comfortable and enjoyable environment for students. One of the strategies that can be implemented is to use interesting teaching methods and maintain students' interest and engagement in English learning. Teachers can use variety in teaching, such as the use of different media and resources, to maintain diversity in learning and prevent boredom.

In adding to this, providing regular positive feedback can also increase students' motivation in English classes. It can strengthen students' confidence and encourage them to keep trying. Furthermore, teachers can facilitate open discussions about fatigue

⁴⁰ Maslach, C. & Leiter M.P., *The Truth About Burnout: How Organizations Causes Personal Stress and What to Do About it.* (San Francisco: Jossey-Bass, 1997)

and strategies to overcome it with students. This provides an opportunity for students to share their experiences and learn from each other.

Not only that, teachers also need to provide sufficient break time in the learning schedule to prevent student burnout. Adequate breaks allow students to restore their energy and concentration. In addition, teachers can teach time management techniques and manage burnout to students, equipping them with the necessary skills to deal with student burnout.

Teachers can also encourage collaboration between students to build social support in the English classroom. Through group work, students can support and motivate each other. In addition, teachers need to pay active attention to students' individual needs and provide space for them to raise concerns or problems privately.

In supporting students who experience difficulties in English classes, teachers can also provide extra support or academic assistance. This can be in the form of additional tutoring or learning materials tailored to the individual needs of the student. Finally, teachers can teach relaxation and breathing techniques to students to overcome burnout. Thus, teachers can play a significant role in creating an inclusive, fun and supportive learning environment in the English classroom⁴¹.

⁴¹ See the appendices, 02-05/ 2024, Result of Observation Checklist for Teacher

Based on the results of interview with Mrs. Endang, the results show how the teacher resolves burnout that occurs in students in English classes. First the researcher asked permission from Mrs. Endang then conducted an interview by meeting face to face at SMP N 4 Ponorogo then the researcher got the results, namely:

First, the researcher asked Endang's mother as an informant about how she recognized the signs of burnout in students in English class, and Endang's mother answered.⁴² After that, the researcher asked Mrs. Endang as an informant about what concrete steps the teacher can take to help students who experience burnout, and Mrs. Endang answered. To find out that students experience burnout before class starts, diagnostic tests can be carried out for cognitive and non-cognitive to find out how far students are interested in learning, some are very interested and some are very lazy. And students are asked how much influence parents have on students.⁴³ Next, the researcher asked Mrs. Endang as an informant about how she creates a learning atmosphere that supports students' mental and emotional well-being in the English class.⁴⁴ Afterward, the researcher asked Mrs. Endang as an informant about what strategies are effective in managing burnout that occurs in the learning environment in the English class, and Mrs. Endang responded.⁴⁵

⁴² See the appendices, 03-05/ 2024, Result of Interview for Teacher Number 1

⁴³ See the appendices, 03-05/ 2024 Result of Interview for Teacher Number 2

⁴⁴ See the appendices, 03-05/ 2024, Result of Interview for Teacher Number 3

⁴⁵ See the appendices, 03-05/ 2024, Result of Interview for Teacher Number 4

Then the researcher asked Mrs. Endang as an informant about how to encourage students to talk openly about their problems about burnout in the English class, and Mrs. Endang replied: The presence of Guidance and Counseling (BK) services in schools is crucial to creating a supportive environment for students. Through BK, students have a place to talk freely about anything they feel or need help with. The counselors at BK can provide emotional support, advice and solutions to problems that students face, including when they experience burnout. In addition, the role of teachers is also very important in creating a supportive learning environment. By providing an open and friendly classroom atmosphere, teachers can make students feel comfortable to talk about their experiences with burnout or other stresses they are experiencing. This creates an opportunity for students to get the help or support they need, as well as encouraging conversations about mental wellbeing within the school as a whole.⁴⁶

Then the researchers asked Mrs. Endang as an informant about whether the mother used relaxation or meditation techniques in English classes to reduce burnout problems in English classes, and Mrs. Endang gave an answer. In this school, when Mr. Totok is unavailable due to an official assignment out of town, the school invites an ESQ expert to give a session of relaxation techniques to the students. These sessions usually involve the use of ESQ

⁴⁶ See the appendices, 03-05/ 2024, Result of Interview for Teacher Number 5

(Emotional Spiritual Quotient) techniques where all students are gathered in the same place. During the session, students are given the opportunity to watch a video accompanied by the presentation of sentences that aim to reach their respective spiritual dimensions. The aim is to help students feel calmer, connect with themselves, and improve their mental well-being in the context of learning at schools.⁴⁷

Then we asked Mrs. Endang as an informant about how you adjust your learning approach to reduce the burnout felt by students in the English class, and Mrs. Endang answered. An example of the implementation of flexibility in the learning process is when material such as narrative text is to be delivered by taking into account students' circumstances and needs. For example, a Project-Based Learning (PBL) approach can be adopted, where students are given the responsibility to plan and report on a narrative text-based project. Alternatively, a Problem-Based Learning (PBL) approach can be used, where students are asked to look for problems related to narrative texts using media such as smart phones or books as reference sources. The approach chosen depends on students' preferences and needs as well as adaptation to the specific learning context.⁴⁸ Afterwards, the researcher asked Mrs. Endang as an informant about whether she provides additional time or special

⁴⁷ See the appendices, 03-05/ 2024, of Interview for Teacher Number 6

⁴⁸ See the appendices, 03-05/ 2024, Result of Interview for Teacher Number 7

support for students who feel pressured by the academic load.⁴⁹ The question was then asked to Mrs. Endang as an informant regarding how you collaborate with school staff (counselors, psychologists, etc.) to support students who experience burnout, and Mrs. Endang replied: At SMP N4 Ponorogo there is a counseling teacher. There students have academic and non-academic problems. The school also organizes an intelligence test from outside the school and then the BK and the school investigate it.⁵⁰

Next, the researcher asked Mrs. Endang as an informant about what the role of parents is in helping students overcome burnout, and how do you involve them in this process, and Mrs. Endang answered: There is a relationship, of course, every homeroom teacher has a group on Whatsapp, usually parents have complaints, parents will complain directly to the homeroom teacher through social media or come directly to school and are always given a way to solve the problem.⁵¹

The researcher then asked Mrs. Endang as an informant about how you provide constructive feedback to students who feel overwhelmed by academic tasks or demands, and Mrs. Endang replied: For feedback to students, the teacher motivates students with the problems they face. If students still feel overwhelmed,

⁴⁹ See the appendices, 03-05/ 2024, Result of Interview for Teacher Number 8

⁵⁰ See the appendices, 03-05/ 2024, Result of Interview for Teacher Number 9

⁵¹ See the appendices, 03-05/ 2024, Result of Interview for Teacher Number 10

students are given material more easily so that students understand and given questions that are easily accessible to student thinking.⁵²”

Then the researcher asked Mrs. Endang as an informant about what strategies you use to help students develop time management skills and set priorities well, and Mrs. Endang explained that the strategies that you use to help students develop time management skills and set priorities well. For time management at the beginning of each lesson, students are given an education calendar and also given a lesson schedule. At the beginning of orientation, students are given guidance on the flow of school learning and how to manage time for academic and non-academic activities. Teachers also ask whether there are other assignments or not when giving homework so that students are able to manage their time as well as possible.⁵³

Then the researcher asked Mrs. Endang as an informant about whether you pay attention to individual differences in burnout tolerance and how you adjust your approach according to each student, and Mrs. Endang replied. Yes of course, by observing student behavior and the way students respond to teaching and learning activities, when the teacher asks “how are you today?” students will answer “I’m good” “I’m not okay” “I feel so tired” then the teacher will respond more to students who answer “I’m not okay”

⁵² See the appendices, 03-05/ 2024, Result of Interview for Teacher Number 11

⁵³ See the appendices, 03-05/ 2024, Result of Interview for Teacher Number 12

“I feel so tired” to find out the reason then provide solutions and provide support to students.⁵⁴

Then the researcher asked Mrs. Endang as an informant about whether you pay attention to individual differences in burnout tolerance and how you adjust your approach according to each student, and Mrs. Endang said. Measuring it like this, when students are given assignments, they are immediately done or not, then if they are done, it is seen how far the child is able to master the material. It can be seen from summative or formative learning, if students can do it but have difficulty, we as teachers must ask questions that can be reached by the child's mind.⁵⁵

Then the researcher asked Mrs. Endang as an informant about whether you have certain resources or references that you can recommend to students or parents who are looking for help in overcoming burnout, and Mrs. Endang replied: If the reference from the teacher is BK or I myself as a subject guardian cannot so the solution is to go to BK because in BK there is its own strategy to overcome it.⁵⁶

At the Junior High School State 4 Ponorogo if the English teacher is unable to overcome the burnout that occurs in students in class, the teacher will submit directly to BK (Counseling Guidance)

⁵⁴ See the appendices, 03-05/ 2024, Result of Interview for Teacher Number 13

⁵⁵ See the appendices, 03-05/ 2024, Result of Interview for Teacher Number 14

⁵⁶ See the appendices, 02-05/ 2024, Result of Interview for Student

in order to get a special strategy that can solve the burnout problem occurs.

C. Discussion

Based on the research data that the researchers presented earlier to analyze understanding burnout in English class, types affecting student burnout in English class, and the ways teachers reduce burnout in English class in Junior High School 4 Ponorogo, it will be described in the following further discussion.

1. The types of students' burnout according to Maslach's theory at SMP N 4 Ponorogo eighth grade

Based on the data collected, it can be seen that students experience various signs of burnout which include emotional exhaustion, depersonalization, and lack of achievement, in accordance with the types found in Maslach's theory⁵⁷. The first is emotional exhaustion, which describes the feeling of emotional and physical exhaustion caused by persistent academic demands. In grade 8 of SMP N 4 Ponorogo, there are clear indications that students experience emotional exhaustion in various academic situations. Students appear lethargic, lackluster, and do not provide active responses during lessons. They were often seen yawning, hanging their heads, or showing a lackluster posture. The questionnaire results also confirmed the presence of emotional exhaustion among the Grade 8 students of SMP N 4 Ponorogo. Questions such as "How often do

⁵⁷ Maslach, C. & Leiter M.P., *The Truth About Burnout: How Organizations Causes Personal Stress and What to Do About it.* (San Francisco: Jossey-Bass, 1997)

you feel emotionally overwhelmed during English lessons in class?"⁵⁸ showed that many students felt emotionally overwhelmed during English lessons, although there were some students who did not feel the same. This signifies the variation of experiences among students⁵⁹.

Students also appear frustrated or irritated by routine tasks or daily demands. When given routine tasks or homework, students show negative reactions such as complaining or grumbling. This reaction was seen when they were given tasks by the English teacher during class and asked to discuss. The question "How often do you feel emotionally exhausted after completing English tasks?"⁶⁰ showed that the majority of students felt emotionally drained during English lessons, although there were some students who did not feel this way.

In addition, there were dramatic changes in students' emotional responses to academic pressure or demands. Students experienced sudden emotional changes, such as going from calm to angry or complaining when facing academic pressure. The question "Do you feel overall exhausted after participating in extracurricular activities or additional tasks related to English?"⁶¹ indicated that most students felt emotionally burdened during English lessons, although there were some who did not feel the same.

Secondly in grade 8 of SMP N 4 Ponorogo, there are clear indications that students experience depersonalization in various academic situations.

⁵⁸ See the appendices, 02-05/ 2024, Result of Questionnaire for Student

⁵⁹ See the appendices, 02-05/ 2024, Result of Observations for Student

⁶⁰ See the appendices, 02-05/ 2024, Result of Questionnaire for Student

⁶¹ See the appendices, 02-05/ 2024, Result of Questionnaire for Student

Depersonalization according to Maslach refers to a negative or indifferent attitude towards academic tasks and people in the academic environment⁶². Students who experience depersonalization may feel alienated from their peers, teachers, and the learning environment as a whole. Grade 8 students in English class show unfriendly or antipathetic behavior towards people or tasks. Cold or cynical attitudes may reflect indifference or deep dissatisfaction with the activities taking place in English classes. Some students prefer to withdraw from the interaction by using their cell phones or talking to friends rather than actually engaging in the ongoing group activity⁶³.

Questions such as "To what extent do you experience feelings of helplessness or loss of control over English tasks?"⁶⁴ and "Do you experience feelings of burnout that impact on interpersonal relationships with classmates or English teachers?"⁶⁵ indicate that most students in grade 8 of SMP N 4 Ponorogo experience burnout that negatively impacts their interpersonal relationships with classmates or English teachers. Many students also admitted to feeling insecure, indicating a significant emotional impact.

The third type in grade 8 of SMP N 4 Ponorogo, there are clear indications that students experience a loss of achievement in various academic situations. Many students feel unable to achieve personal

⁶² Maslach, C. & Leiter M.P., *The Truth About Burnout: How Organizations Causes Personal Stress and What to Do About it.* (San Francisco: Jossey-Bass, 1997)

⁶³ See the appendices, 02-05/ 2024, Result of Observations for Student

⁶⁴ See the appendices, 02-05/ 2024, Result of Questionnaire for Student

⁶⁵ See the appendices, 02-05/ 2024, Result of Questionnaire

accomplishment in academic tasks. Questions such as "Do you find it difficult to be motivated in learning English?⁶⁶" reveal that the majority of students struggle with motivation in learning English. Many students strongly agreed with this statement, indicating a real difficulty. This data highlights the importance of overcoming motivational barriers to improve learning outcomes in English education⁶⁷.

Students also struggle to maintain a balance between academic tasks and their personal lives. This suggests that students feel stressed or exhausted from having to cope with heavy academic demands at school while trying to maintain their personal activities and relationships outside the school environment. The question "To what extent do you feel underappreciated in your efforts to succeed in English classes?⁶⁸" indicates concerns about being rewarded for their efforts in achieving success in English language learning, while also highlighting the challenges they experience in adapting to changes in the educational context.

2. The ways teachers overcome students' burnout in class 8 at SMP N 4 Ponorogo

In an effort to reduce burnout in the 8th grade English class at SMP N 4 Ponorogo, English teachers have an important role in creating a supportive, comfortable, and fun environment for students. One of the

⁶⁶ See the appendices, 02-05/ 2024, Result of Questionnaire

⁶⁷ See the appendices, 02-05/ 2024. Result of Observations for Student

⁶⁸ See the appendices, 02-05/ 2024, Result of Questionnaire

strategies that can be implemented is to use teaching methods that attract and maintain students' interest and engagement in English learning⁶⁹. Teachers can use variety in teaching, such as the use of different media and resources, to maintain diversity in learning and prevent boredom.

In addition, providing regular positive feedback can also increase students' motivation in English lessons. It can strengthen students' confidence and encourage them to keep trying. Teachers can also facilitate open discussions about burnout and strategies to overcome it with students, providing opportunities for students to share experiences and learn from each other. Teachers also need to provide adequate breaks in the learning schedule to prevent burnout in students. Adequate breaks allow students to recover their energy and concentration. In addition, teachers can teach students time management techniques and how to overcome burnout, equipping them with the necessary skills to deal with academic pressure.

The concrete steps English teacher takes to help students who experience burnout are to brainstorm so that students are focused and excited, and to ask questions that provoke comfort. Sometimes there is also a singing activity before starting class. To create a learning atmosphere that supports students' mental and emotional well-being, English teacher uses brainstorming, singing together, reading poetry, playing funny games, and witty guesses⁷⁰.

⁶⁹ J.J Hasibuan, Moedjiono, *Proses Belajar Mengajar*, Bandung: PT. Remaja Rosdakarya, 2009, h.64

⁷⁰ See the appendices, 03-05/ 2024, Result of Observations for Teachers

In terms of using relaxation or meditation techniques, English teacher explained that there is usually Mr. Totok who conducts relaxation techniques using the ESQ (Emotional Spiritual Quotient) method⁷¹. If Mr. Totok is absent, the school calls in an ESQ expert from outside to give a relaxation session to all students.

For students who feel overwhelmed by the academic load, English teachers provide additional time or special support, such as extra hours or reflection sessions every Friday. In this reflection, students are given the opportunity to convey class that are difficult to understand or problems they face. Collaboration with school staff such as counselors and psychologists also done to support students who experience burnout. The school organizes intrrogency tests from outside the school, and the results are followed up by the counseling team. The role of parents in helping students overcome burnout is also very important. The English teacher explained that each homeroom teacher has a WhatsApp group to communicate with parents. If there are complaints, parents can complain directly to the school⁷².

Constructive feedback to students who feel overwhelmed by academic tasks is provided by motivating students and simplifying the material to make it easier to understand. Strategies to help students develop time management skills include providing educational calendars and lesson schedules, as well as guidance in managing the timing of academic and non-academic activities. English teachers also pay attention to individual

⁷¹ Hamzah, Dwi, Y., P., S. & Imam, T. 2017. *Efektifitas Konseling Kelompok dengan Teknik Relaksasi Religious untuk Mengurangi Kejenuhan Belajar Mahasiswa*

⁷² See the appendices, 03-05/ 2024, Result of Observations for Teachers

differences in tolerance to burnout and adjust their approach based on students' responses. When students answered questions about their condition, Ms. Endang paid more attention to students who felt unwell or tired to find out the reasons and provide support.

Burnout in students can be overcome by various methods that are tailored to the type of burnout experienced. The following are details of methods that are appropriate for each type of burnout:

1. Emotional Exhaustion:

- a. Relaxation Techniques: Highly effective for reducing emotional exhaustion by giving the mind and body time to rest.
- b. Seek Support from Friends and Family: Emotional support from loved ones can provide renewed energy and motivation.
- c. Learning with Humor: Using humor can help reduce stress and emotional exhaustion by creating a more relaxed atmosphere.

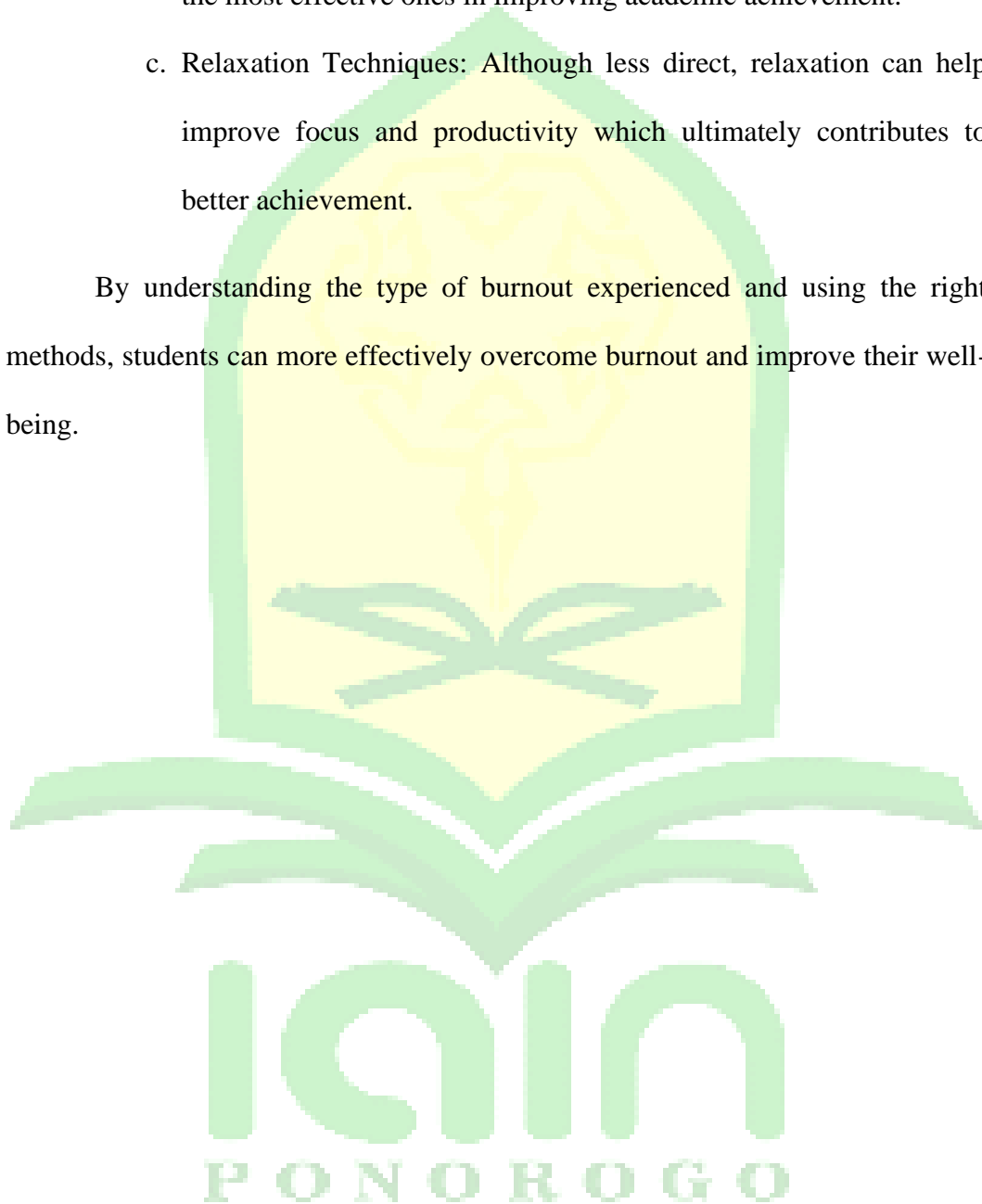
2. Depersonalization:

- a. Seeking Support from Friends and Family: Can help students feel more connected to others and reduce feelings of alienation.
- b. Using Multiple Methods: Combining several approaches can help find the most effective way to reduce depersonalization.
- c. Learning with Humor: Humor can help rebuild positive relationships with tasks and surroundings.

3. Lack of Achievement:

- a. Time Management: Helps students organize their study time better so that they can achieve their desired achievement.
- b. Using Various Methods: Exploration of different strategies to find the most effective ones in improving academic achievement.
- c. Relaxation Techniques: Although less direct, relaxation can help improve focus and productivity which ultimately contributes to better achievement.

By understanding the type of burnout experienced and using the right methods, students can more effectively overcome burnout and improve their well-being.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains the conclusion and suggestions. The conclusion describes the result of the research and whether the suggestion includes some developments based on the investigation. Those described below:

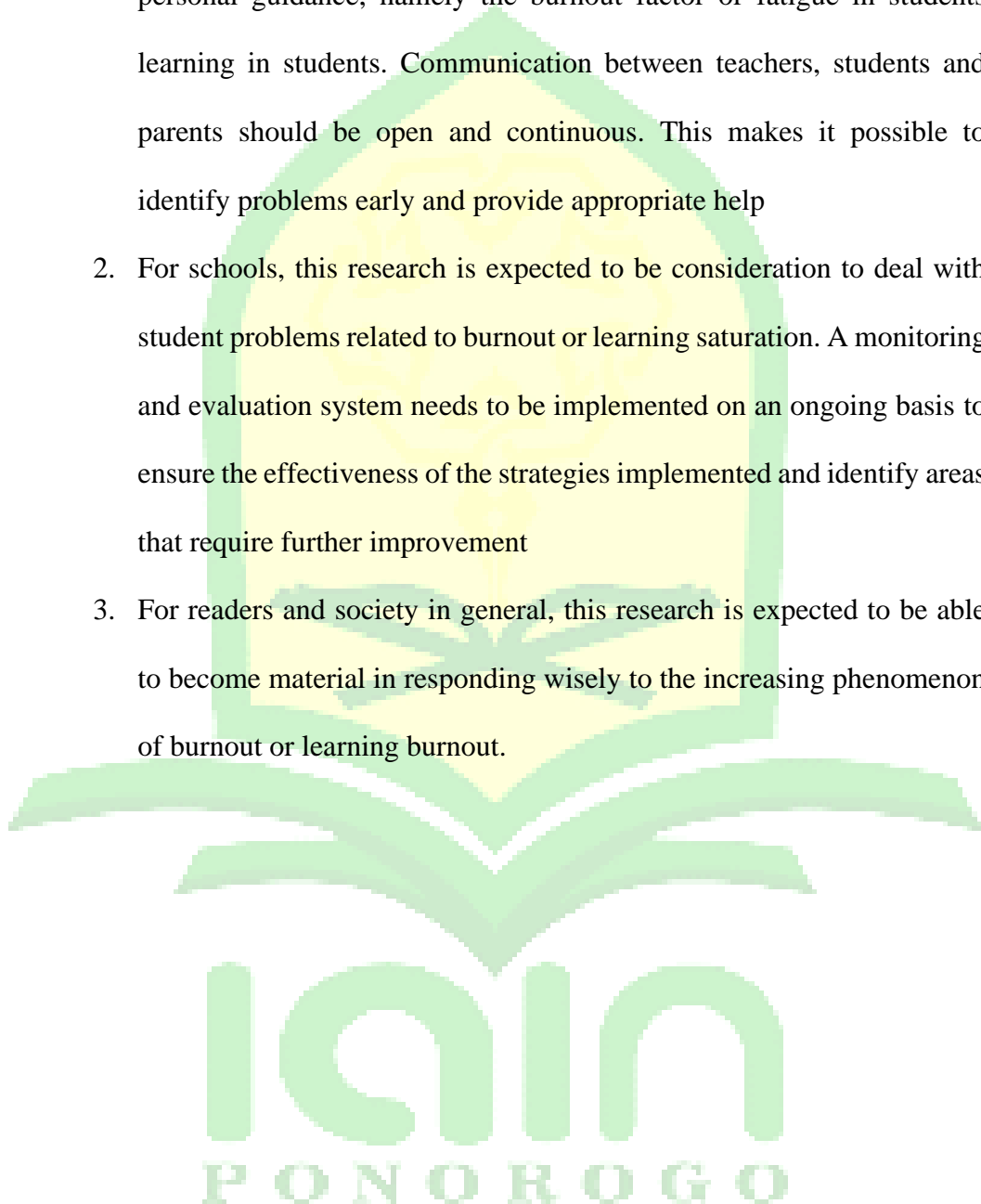
A. Conclusion

Based on the result of the study, several conclusions were obtained, that the type students' burnout and the teacher ways to overcome students' burnout in English class of the eighth grades students at SMP N4 Ponorogo.

1. The types of students' burnout in English class of the eighth grades students at SMP N4. Emotional exhaustion, students show signs of emotional exhaustion, such as feeling physically and emotionally drained. Depersonalization students experience a negative or uncaring attitude. Lack of achievement, many students feel incapable of personal achievement in academic tasks. English teacher need to identify types of students' burnout to provide appropriate support.
2. The teacher ways to overcome students' burnout of the eighth grades students at SMP N 4 Ponorogo by applying relaxations technique, effective time management, varied method technique, teaching with humor, and seeking support from friends and family. Students' are also expected to seek support from friend and family to maintain emotional balance and increase learning enthusiasm.

B. Recommendations

1. For English teachers, it is hoped that the results of the study will help understand students' development, especially in the field of social personal guidance, namely the burnout factor or fatigue in students learning in students. Communication between teachers, students and parents should be open and continuous. This makes it possible to identify problems early and provide appropriate help
2. For schools, this research is expected to be consideration to deal with student problems related to burnout or learning saturation. A monitoring and evaluation system needs to be implemented on an ongoing basis to ensure the effectiveness of the strategies implemented and identify areas that require further improvement
3. For readers and society in general, this research is expected to be able to become material in responding wisely to the increasing phenomenon of burnout or learning burnout.



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