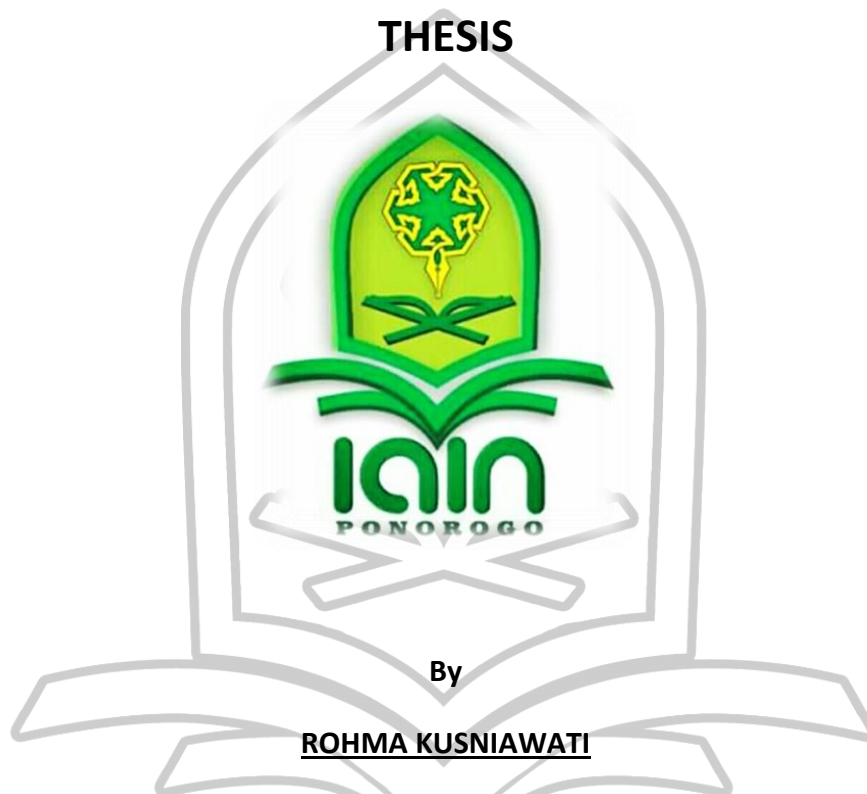


**THE INFLUENCE OF COPING STRATEGY ON STUDENTS' STRESS IN BINA  
PRESTASI PROGRAM OF MAN 2 PONOROGO IN ACADEMIC YEAR 2017-  
2018**

**THESIS**



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## ABSTRACT

**KUSNIAWATI, ROHMA.** 2018. *The Influence of coping Strategy on Students' Stress in Bina Prestasi Program of MAN 2 Ponorogo in Academic Year 2017/2018.* Thesis, English Education Department, Tarbiyah and Teachers' Training Faculty. The State Institute of Islamic Studies Ponorogo, Advisor Dr. Ahmadi, M.Ag.

### **Key Words: Coping Strategy, Students' Stress**

In today's academic world stress is a big problem which should not be ignored in learning. The teachers should identify and handle students who have emotional and behavioral problems. Students' stress will be reduce when the students reduce their stress with coping strategy. This strategy is used to make the students will not frustration, feel happy and excited in the learning process.

The purpose of this research is to find out the influence of coping strategy on students' stress that to increas the students' stress in learning processin the students of Bina Prestasi Program of MAN 2 Ponorogo in Academic Year 2017/2018.

This research applied quantitative approach and used ex-post facto research. The population was the Bina Prestasi class of MAN 2 Ponorogo which consist of 154 students. The sample is 25 students of BP1 class. The data collection was gathered through questionair and documentation. This research used random sampling technique. Moreover, this research was conducted by following procedure: giving the questionnaire. After getting the data from the questionnaire, it was analyzed and processed by using statistic data calculation of regresion by using SPSS19.00.

The result showed that the the R square is 0,369. It means that independent variable (coping strategy) gives 36,9% contribution on dependent variable (students'stress), then 63,1% influenced by other factors. Therefore, the regression equation model is  $Y=23.612B + 0,555X$ . So, it can be conclude that  $H_a$  is accepted and  $H_0$  is rejected.

Based on the explanation above, it can be said that there is any influence of coping strategy and students' stress. In other word, coping strategy is effective to reduce students' stress in Bina Prestasi program of MAN 2 Ponorogo in Academic Year 2017/2018.

P O N O R O G O

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

In today's academic world, stress rules the world and it all begins in early years. Stress is a big problem which should not be ignored. It can be dangerous and lead to diseases. Everybody should show attention to stress and support people who suffer from stress. That stress could be positive as well but putting too much pressure on somebody can lead to negative consequences. Stress can indirectly affect illness by altering a person's behavior patterns, especially health behaviors. Students often suffer from stress and they do not know how to deal with it.

Stress can be caused by both good and bad experiences. When people feel stressed by something going on around them, their bodies react by releasing chemicals into the blood. These chemicals give people more energy and strength, which can be a good thing if their stress is caused by physical danger. But this can also be a bad thing, if their stress is in response to something emotional and there is no outlet for this extra energy and strength. Stress is an individual response to the stressor, namely the situations and events that threaten them and demand their abilities. Stress simply what we feel as the result of how the human body reacts to certain internal or external demands. Each student will respond differently, even if the demands they face are identical. This means that it would

be wrong for any student or faculty member to simply dismiss the stress caused to a certain student, just because others are not experiencing the same level of stress.

According to Indonesia Global School-based Student Health Survey (GSHS), more than 27%, or about 1,765 of the 6,540 students in senior high schools are involved by the Mental Health Promotion Advisory Council detected symptoms of severe mental health problems due to the stress of learning. Accordingly, all the students had been ordered to undergo intervention programs coping skills training, mental health, while another 279 teachers have been trained to identify and handle emotional problems, behavioral and mental problems among students.<sup>1</sup> Coping skills training will involve among others the skills to deal with stress or stress. It also aims to provide skills to teachers to identify and handle students who have emotional and behavioral problems. Following this, the program will be expanded in all secondary schools nationwide to improve mental well-being among students and school staff. Stress factors among students can be divided into academic, interpersonal, environmental, and financial matters relating to the health and future. The highest stress levels among students are the time to prepare for the exam, the competition to get good marks and matters involving time and the difference in stress among male and female. Studies stress in a learning environment that is shows that the stress affects academic achievement, disappointment, physical health and a desire to commit suicide.

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<sup>1</sup> Browsing from internet [www.who.int](http://www.who.int) accessed at 20 maret 2018

Strategies refer to the structure, system, methods, techniques, procedures and processes that uses during instruction. Strategy emerges over time as intentions collide with and accommodate a changing reality. Thus, one might start with a perspective and conclude that it calls for a certain position, which is to be achieved by way of a carefully crafted plan, with the eventual out-come and strategy reflected in a pattern evident in decisions and actions over time. Strategy is the direction and scope of an organization over the long term: which achieves and advantage for the organization through its configuration of resources within a challenging environment.<sup>2</sup>

Coping strategy refers to the thoughts and actions we use to deal with a threatening situation. According to Lazarus & Launier , both action-oriented and intra-psycho manage environmental and internal demands and conflicts among them.<sup>3</sup>

Coping previous stressful incidents and their consequences such as: anxiety, mental helplessness, and physical complains.<sup>4</sup> The psychological coping mechanisms are commonly termed coping strategies or coping skills. The term coping generally refers to adaptive coping strategies. That is strategies which reduce stress. Furthermore, the term coping generally refers to reactive coping, i.e. the coping response which follows the stressor. This differs from proactive

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<sup>2</sup> Lewis Ted G.,*Critical Infrastructure Protection in Homeland Security: Defending a Networked Nation*, John Wiley & Sons Publisng, 2006, 4.

<sup>3</sup> McGraw-Hill Companies, *Health Psychology, Fifth Edition*,(New York: 2003),219.

<sup>4</sup> Afsaneh Moradia, *The Relationship between Coping strategies and Emotional Intelligence* , (Tehran University, Department of psychology, Tehran, Iran Kermanshah University of Medical Sciences, Kermanshah Journal, 2011), 748.

coping, in which a coping response aims to neutralize a future stressor. Subconscious or non-conscious strategies are generally excluded from the area of coping.

Bina Prestasi program is an educational intervention intended to present talented youth with appropriate levels of academic challenge formally.<sup>5</sup> Bina Prestasi program as progress through an educational program at rates faster, or at ages younger than conventional.<sup>6</sup> Although Bina Prestasi program is the most frequently applied educational intervention for gifted students, teachers, and parents who worry about the social and emotional development of Bina Prestasi students.<sup>7</sup> Bina Prestasi program is progress through an education program at a faster rate or a younger age than the norm. There are three kinds of Bina Prestasi program : 1). High school advanced placement courses, 2). Middle and senior high school advanced courses with differentiated curricula, and 3). Elementary school program in which students stay in one grade and go to other grades for advanced education in specific subject, along with homogenous grouping. Bina Prestasi program rapidly paced material must meet the needs of those students who learn quickly.<sup>8</sup> Students' most frequent advice for future Bina Prestasi

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<sup>5</sup> Ryan Wells, *What Factors are Associated with grade Acceleration?*, (Journal The University of Iowa Volume 20, 2009), 248.

<sup>6</sup> Lianne Hoogeveen, *Teacher Attitudes Toward Academic Acceleration and Accelerated Students in The Netherlands*, (Journal for Education of the gifted, vol:29, 2005), 31.

<sup>7</sup> Lianne Hoogeveen, *Social-Emotional Characteristics of Gifted Accelerated and non-Accelerated students in the Netherlands*, (Journal British of Educational Psychology, 2011), 2.

<sup>8</sup> Gilbert A. Clark, *Programming Opportunities for Students Gifted & Talented in the Visual Arts*, Diane Publishing, 1994, 78.



students nurses included focus on time management, teamwork with peers, and anticipate stress in Bina Prestasi program.

Based on the research observation on 10 may 2017 in the learning subjects of students Bina Prestasi at MAN2 Ponorogo, most of the students of Bina Prestasi program are feel stress in learning process. The students find difficulties to do some assignments. Actually, the students too focus with subjects and less able to adapt to the environment. And students feel pressure and frustration to be excellent student.<sup>9</sup>

Remembering about the importance of coping strategy is to cope stress for students Bina Prestasi, it is needed to held some research to make true of it. So, the students of Bina Prestasi class successfully learning, it may be influence by coping strategy to stess.

From the statement above, the writer attracted to do a research by the title “THE INFLUENCE OF COPING STRATEGY ON STUDENTS’ STRESS IN BINA PRESTASI PROGRAM OF MAN 2 PONOROGO IN ACADEMIC YEAR 2017/2018”.

## **B. Statement of the Problem**

Based on the background of study, the problem of statement can be stated ad follow:

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<sup>9</sup> Based on Interview with students of BP1 class of MAN2 Ponorogo on 10 May 2017

Is there any influence of coping strategy on students' stress in Bina Prestasi program of MAN 2 PONOROGO in academic year 2017/2018?

### **C. Objectives of the Study**

The objective of study in the research can be stated with the problem statement. Therefore, the objectives of the study are as follow: To know Is there any influence of coping strategy on students' stress in Bina Prestasi program of MAN 2 PONOROGO in academic years 2017/2018.

### **D. Significance of Study**

After completing all research activities, the result of this study is expected to give advantages presented as follow:

#### 1. Theoretical significance

The study expected to add some knowledge, a new discourse taken coping strategy on students' stress and also can to manage stress, or strange then or resave that coping strategy will affect students' stress.

#### 2. Empirical significance

##### a. MAN 2 Ponorogo

This study is expected can support to realize more progressive learning, more quality and meaningful, also can find a good learning better, especially about the important of coping strategy on students' stress for the acceleration program to reach a successful in their study.

b. Teacher

For the teacher, this study is expected to add some knowledge and some reference for them in their duty to lead their students, and motivates their student to cope their stress to reach a successful in their learning especially English.

c. Students

Students are able to understand their own cope and stress. These will give a contribution for going forward and try to find out an alternative way to make the weakness and strength seem in balance.

d. Writer

The writer hopes that the result of this study will increase the writer's knowledge and experience.

e. Reader

This study is attended to give the contribution to the reader who is interested to studying. So, it will also give some contribution to cope student's stress.

f. Other researcher

The writer believes that this writing far for perfect. There are some weaknesses that can found in this thesis. The writer hopes that this writing can be a frame of thought or the starting point for the other writers to find out the perfect of the study.

## **E. Organization of the Thesis**

This thesis will be divided into five chapters as follows:

The first chapter gives the explanation about the design of the research. It consists of background of the study, statement of the problem, objectives of the study, significance of the study, and organization of the study.

The second chapter gives the explanation about the foundation that uses the theoretical of the research consists of definition of Coping strategy and definition of student's stress.

The third chapter gives the explanation about technique used to make research. It consists of research design, population, sample and respondent, instrument of data collection, technique of data collection, and technique of data analysis.

The fourth chapter gives explanation about the research location, data description, data analysis, and discussion.

And the last chapter is chapter five. This chapter consists of the conclusion of the first until fourth chapter and about the recommendations.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Analysis

##### 1. Stress

###### a. Definition of Stress

Modernization and technological progress bring about changes in the way of thinking and in the pattern of life of the wider community. These changes will have an impact on the changes of the soul, one of which causes stress. Stress is a part of human that cannot be avoided. Stress is a natural thing because of the pressure from within or outside the individual that affects the individual. Examples of external pressure are the environment, namely work problems, relationships with others, all challenging situations in everyday life. Meanwhile, internal factors that can cause stress are health conditions, nutrition, and adequacy of sleep.

Many of the people who cause us the most stress is people love very deeply. Relationships with parents, brothers and sisters, friends, boyfriends or girlfriends can cause deep emotional pain as well as pleasure. Stress cannot be said to be due solely to external stresses, because psychological stress arises from the interaction between us and the world.

So, in the case of people who cause us stress, we need to take responsibility for our part in those relationships: for our own perceptions, thoughts, feelings and behavior. Just as in any other unpleasant or threatening situation, react unconsciously with some version of the fight-or-flight reaction when we are having a problem with another person, and this usually makes matters worse in the long run.<sup>10</sup>

According Folkman and Lazarus stress is necessary to challenge students to learn, certain approaches are needed to reduce the negative aspects of stress (distress) which lessens students' learning and performance which may also lead to unique coping styles a typical manner of confronting a stressful situation and dealing with it.<sup>11</sup> Stress is an individual response to the stressor, namely the situations and events that threaten them and demand their coping abilities.<sup>12</sup> Stress in the current study is defined in alignment with the environmental model, which views stress as independent environmental events or chronic conditions that threaten adolescents' physical or psychological well being.<sup>13</sup>

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<sup>10</sup> Afsaneh Moradi, *The Relationship between Coping strategies and Emotional Intelligence* (Tehran University, Department of psychology, Tehran, Iran journal,2011), 748.

<sup>11</sup> Mark Owusu Amponsah, *Non UK University students stress levels and their coping Strategies* (School of Education, University of Manchester journal,2010), 89.

<sup>12</sup> John W. Santrock, *Adolescence:Eleventh Edition,terj.* (Jakarta: Erlangga,2007), 295.

<sup>13</sup> Brittany V. Hearon, *Stress and Coping in High School Students in Accelerated Academic Curricula: Developmental Trends and Relationships with Student Success*, (University of South Florida journal), 5.

Stress is a normal component of the body's response to demands that are placed on it. When an individual is frightened or angry, the body responds to this stress with a number of physical reactions that prepare it for action.<sup>14</sup> Factors that trigger these stress responses are known as stressors. Goodman and Le Roy, categorized stressors affecting students as academic, financial, time or health related and self- imposed.<sup>15</sup>

However, as distance education students are adults who combine work, family and community responsibilities and academic work, they experience a wide range of stressors which include physical, work related, health related, personal, academic related and even environmental stressors.<sup>16</sup>

Stress is a concept that cannot be explained using a static definition thus it is important to be aware that different descriptions exist in both recent and seminal literature. Delahaij, Dam, Gaillard and Soeters explain stress using a bio-psychosocial approach, suggesting that stressful reactions affect the emotional, physiological and cognitive state of an individual. They state that stress occurs when there is a perceived

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<sup>14</sup> Ibid

<sup>15</sup> Ibid

<sup>16</sup> Samuel asare, *Sources of stress and its management among the distance education students of University of Education Winneba* , (International journal of education learning and development), 89.

discrepancy between the demands of a situation and an individual's resources available to deal with that demand.<sup>17</sup>

Stress can Indirectly affect illness by altering a persons' behavior patterns, especially health behaviors.<sup>18</sup> Spirito identified four main stressful domains in their research on young people school, siblings, parents and friends. Increasing academic pressure, sibling and parental conflict, peer pressure and romantic relationship problems were the main issues children encountered daily.<sup>19</sup>

#### **b. Theory of Stress**

Theories that focus on the specific relationship between external demands (stressors) and bodily processes (stress) can be grouped in two different categories: approaches to systemic stress based in physiology and psychobiology, Hans Selye approaches to psychological stress developed within the field of cognitive psychology.<sup>20</sup>

##### 1) Systemic Stress: Selye's Theory

The popularity of the stress concept in science and mass media stems largely from the work of the endocrinologist Hans Selye. Selye defines this stress as 'a state manifested by a syndrome which

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<sup>17</sup> John Smith, *Stress and Coping for Adolescents* (James Cook University Journal), 2.

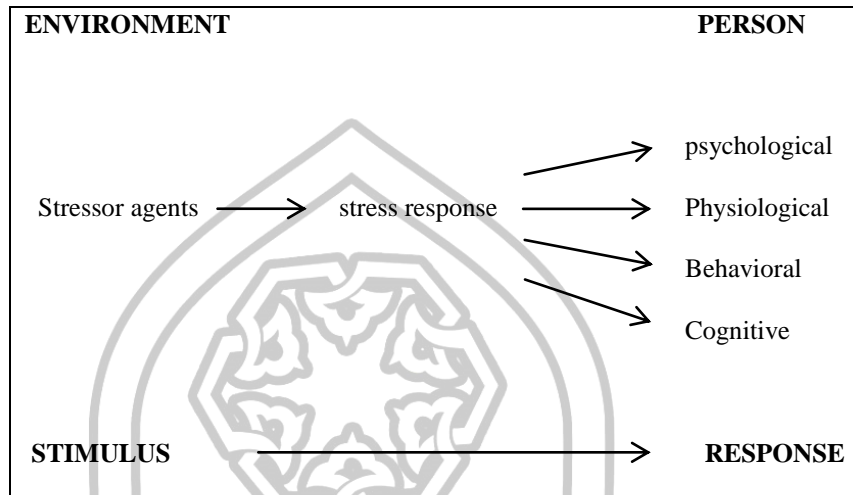
<sup>18</sup> John W. Santrock, *Health Psychology, Fifth Edition* (New York: McGraw-Hill Companies, 2003), 217.

<sup>19</sup> John Smith, *Stress and coping for adolescent*, (James Cook University), 4.

<sup>20</sup> Krohnea and Gutenberg Johannes, *Stress and Coping Theories*, (Gutenberg University Mainz Germany Journal, 2002), 2.



consists of all the nonspecifically induced changes in a biologic system.<sup>21</sup>



**Figure 4.1 Selye's conception of stress**

Selye's conception of stress as a reaction to a multitude of different events had the fatal consequence that the stress concept became the melting pot for all kinds of approaches.<sup>22</sup> In addition, Selye does not take into account coping mechanisms as important mediators of the stress outcome relationship.<sup>23</sup>

The response based approach to stress is exemplified in the writing of Hans Selye to explain the process of stress related illness

<sup>21</sup> Ibid

<sup>22</sup> Ibid

<sup>23</sup> Ibid, 3.

in terms of the general adaptation syndrome (GAS). The response-based model of stress is represented schematically below.<sup>24</sup>

Stress is not necessarily bad for the individual but depending on the ability of the individual to cope with the perceived stressors, it may have detrimental consequences for both individual and organization.<sup>25</sup> The ability to deal with the stressor effectively is mediated by the personality characteristics of the individual, which may for example include factors such as a type personality, hardiness, learned helplessness, and self-efficacy. For those individuals that appraise stress as harmful and difficult to cope with, their inability to do so has dire.<sup>26</sup>

## 2) Psychological Stress: The Lazarus Theory

Two concepts of Lazarus are central to any psychological stress theory: appraisal, individuals' evaluation of the significance of what is happening for their well-being, and coping, individuals' efforts in thought and action to manage specific demands. Since its first presentation as a comprehensive theory, the Lazarus stress theory has undergone several essential revisions. In the latest version of Lazarus, stress is regarded as a relational concept.

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<sup>24</sup> Vanessa L. burrows, *The Medicatization of Stress: Hans selye and the Transformation of the Postwar medical Marketplace*, (Journal University of New York), 17.

<sup>25</sup> Ibid

<sup>26</sup> Ibid, 18.

Stress is not defined as a specific kind of external stimulation nor a specific pattern of physiological, behavioral, or subjective reactions. Instead, stress is viewed as a relationship (transaction) between individuals and their environment.<sup>27</sup>

### c. Factors of stress

Bart Smet clarified the factors that affect stress, among others:

- 1) Individual conditions, among others: age, life stage, gender, temperament, genetic factors, intelligence, education, ethnicity, culture, economic status, and physical condition.<sup>28</sup>
- 2) Characteristics of personality, among others: introvert, extrovert, emotional stability in general, personality type of steadfastness, focus of control, immunity, and indurance.
- 3) Cognitive social, among others : perceived social support, social networks, and perceived personal control.
- 4) Relationship with the social environment, accepted social support, and integration in social network.<sup>29</sup>

According to Baron and Byrne there are several factors that affect stress. One of them is ability of coping someone individual. Means that based on the statement of the Baron and byrne it can be seen that there is

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<sup>27</sup> Ibid, 3.

<sup>28</sup> Bart Smet, *Psikologi Kesehatan*, (Jakarta: Grasindo, 1994), 112.

<sup>29</sup> Ibid

a relationship between stress with how an individual controls and reduces a stressful situation.<sup>30</sup>

#### **d. Types of stress**

The types of stress are subdivided into two types:<sup>31</sup>

- 1) Acute stress: The most common form of stress is short-term and stems from the demands and pressures of the recent past and anticipated demands and pressures of the near future.
- 2) Chronic stress: A long term form of stress derives from unending feelings of despair/hopelessness, as a result of factors such as poverty, family dysfunction, feelings of helplessness, and/or traumatic early childhood experience. Chronic stressors associated with health disparities include perceived discrimination, neighborhood stress, daily stress, family stress, acculturative stress, environmental stress, and maternal stress.

#### **e. Sources of Stress**

Stress sources are called stressors. A stressor is a specific form of stimulus, whether physical or psychological, a demand that harms the well-being of the individual and requires the individual to adapt to it. The

<sup>30</sup> Baron Robert and Byrne, *Social Psychology, 7th edition*, (Prentice Hall of India), 67.

<sup>31</sup> Anish Kapoor, *Psychology and Introduction : Ninth edition* (New York: The McGraw-Hill Companies 2007), 497.

grater the difference between the demands of the situation with the resources it has, then the situation will be viewed increasingly strong cause stress..<sup>32</sup>

The most stressful negative life events that have been studied by psychologists include the following:

- 1) Crime,sexual assault, and violence : Many studies document that being the victim of a crime, being sexually assaulted, and witnessing violence are highly stressful.
- 2) Loss of a family member: Darrin Lehman and his colleagues at the University of Michigan interviewee's individuals who had lost a spouse or a child in a fatal automobile accident. An average of five years later, people who had lost a family member still experienced more depression than a control group who had not lost a loved one.
- 3) Natural disasters: Natural disasters also can be powerfully stressful negative life events. Paul and Gerald Adams showed that the 1980 Mount Saint Helens volcanic eruption was extremely stressful to the residents of nearby Othello, Washington.
- 4) Terrorism: For many years, people in many troubled parts of the world have had to cope with the stress of terroristic attacks. Since

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<sup>32</sup> Passer, M.W, Smith, R.E. *Psychology, The Science of Mind and Behavior*, (Yew York : Mme Graw Hill, 2007), 433.

the close of the twentieth century, terrorism has become a sadly common source of intense stress for Americans as well.

- 5) Daily hassles: It is not surprising that major negative events are stressful, but the small hassles of daily life also important sources of stress.<sup>33</sup>

**f. Stress effect health**

- 1) When an individual experiences stress, certain hormones are released, such as catechol amines and cortisol, the primary stress hormone.
- 2) Long-term activation of the stress-response system can disrupt almost all of the body's process and increase the risk for numerous health problems.
- 3) Allosteric load is the cumulative biological burden exacted on the body through daily adaptation to physical and emotional stress. It is considered to be a risk factor for several diseases coronary vascular disease, obesity, diabetes, depression, cognitive impairment, and both inflammatory and autoimmune disorders.
- 4) Stress may prematurely age the immune system and could enhance the risk of illness as well as age-related diseases.<sup>34</sup>

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<sup>33</sup> Anish Kapoor, *Psychology and Introduction : Ninth edition* (New York: The McGraw-Hill Companies 2007), 499.

<sup>34</sup> Anish Kapoor, *Psychology and Introduction : Ninth edition* (New York: The McGraw-Hill Companies 2007), 500.

## 2. Coping strategy

### a. Definition of Coping Strategy

Coping is the process of managing demands (external or internal) that are appraised as taxing or exceeding the resources of the person.<sup>35</sup>

According to Lazarus & Launier coping consists of efforts, both action-oriented and intra-psychic to manage environmental and internal demands and conflicts among them.<sup>36</sup>

This definition of coping has several important aspects. First, the relationship between coping and stressful event is a dynamic process.<sup>37</sup>

Coping is a series of transactions between a person who has a set of resources, values, and commitments and particular environment with its own resources, demands, and constraints.<sup>38</sup> Thus, coping is not a one-time action that someone takes; rather, it is a set of responses, occurring over time, by which the environment and the person influence each other.<sup>39</sup>

The coping concept is used to explain the relationship between stress and individual behavior in the face of pressure. According to

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<sup>35</sup> Shelley Taylor, *Health Psychology, Fifth Edition* (New York: McGraw-Hill Companies 2003), 219.

<sup>36</sup>Shelly Taylor, *Health Psychology, Fifth Edition* (New York: McGraw-Hill Companies 2003), 219.

<sup>37</sup> Ibid

<sup>38</sup> Ibid

<sup>39</sup> Ibid, 220.

Lazarus, coping is a process to organize demands that are deemed to overwhelm or exceed of individual resources.<sup>40</sup>

While coping according to Baron & Byrne refers to efforts to control, reduce or learn to tolerate a threat that can bring a person to stress. The same view is also expressed who considers coping as an individual way of dealing with or against the threats and consequences of those threats.<sup>41</sup>

Weiten and lioyd argue that coping is an attempt to overcome, reduce, or tolerate the threats and burdens of feelings created by stress.<sup>42</sup>

The term coping often has been used in a more narrow sense as a response required of an organism to adapt to adverse circumstances. The term coping strategies is more discusses in psychology. Coping strategies rater to specific efforts, both behavioral and psychological, that people employ to master, tolerate, reduce or minimize stressful events.<sup>43</sup> Other defined as conscious rational ways for dealing with the anxieties of life.<sup>44</sup> In language learning, coping strategies that anxious students employ may be similar with coping strategies in general.

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<sup>40</sup> Shelley Taylor ,*Social Psychology* ( Jakarta: Kencana Prenada Media Group, 2009), 549.

<sup>41</sup> Baron Robert and Byrne, *Social Psychology, 7th edition*, (Prentice Hall of India), 242.

<sup>42</sup> Farid Mashudi, *Psikologi Konseling*, (Yogyakarta: IRCiSoD, 2012), 221.

<sup>43</sup> Shelly Taylor in <http://www.macses.ucsf.edu/research/psycosocial/coping.php> accessed at 26/7/2017.

<sup>44</sup> Wayne A. Bardwell et al. in <http://www.journalsleep.org/Article/240805.pdf> accessed at 26/7/2017.



Two coping strategies have been distinguished, active and passive. Active coping strategies are either behavioral psychological responses designed to change the nature of the stressor itself or how one thinks about it, whereas avoidant or passive coping strategies lead people into activities or mental state that keep them from directly addressing stressful events.<sup>45</sup>

Aspin wall and Taylor illustrated that students who employed avoidant coping strategies were expected to be less successful at adjustment to college, while those who employed active coping strategies were more likely to be more successful in adjustment. Other research also found that students who used avoidant coping strategies had higher rates of depression and anxiety. It contrasted to students who used active coping strategies that they had a decrease in depression and anxiety.<sup>46</sup>

### **b. Coping Theories**

The Lazarus model represents a specific type of coping theory. These theories may be classified according to two independent

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<sup>45</sup> Shelly Taylor in <http://www.macses.ucsf.edu/research/psychosocial/coping.php> accessed at 26/10/2017.

<sup>46</sup> H. Douglas Brown, *Language Assessment: Principle and Classroom Practices*, (Longman San Francisco State University, 2004), 140.

parameters: (a) trait-oriented versus state-oriented, and (b) microanalytic versus macroanalytic approaches :

- 1) Trait-oriented and state-oriented research strategies have different objectives: The trait-oriented strategy aims at early identification of individuals whose coping resources and tendencies are inadequate for the demands of a specific stressful encounter. An early identification of these persons will offer the opportunity for establishing a selection (or placement) procedure or a successful primary prevention program.<sup>47</sup>
- 2) Microanalytic approaches focus on a large number of specific coping strategies, whereas macroanalytic analysis operates at a higher level of abstraction, thus concentrating on more fundamental constructs.

### **c. Form of coping stress**

According to the theory of Richard Lazarus and Santrock, there are two forms of coping, namely the Problem-Focused Coping and Emotion-Focused Coping. The two coping forms are described further as follow:

1. Problem-Focused Coping: a strategy directed at a person's problems as well as attempts to solve the problem. That is generally viewed as an adaptive mode of coping that involves actively planning or

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<sup>47</sup> Ibid

engaging in specific behaviour to overcome the problem causing distress. For example, if you have problems following class lessons, you can go to a campus or university guidance center and attend training programs that can help you learn more effectively (Folkman & Lazarus).<sup>48</sup> Problem solving: the problem solving is the self directed cognitive behavioural process by which a person attempts to identify or discover effective or adaptive ways of problematic situations encountered in the course of everyday living (Dzurilla).<sup>49</sup>

a) Seeking social support: the actual supportive behaviors exchanged between people, or early childhood experiences that may influence one's perception about likelihood that someone will be supportive (Uchino).<sup>50</sup>

b) Looking for silver lining: is a suggestion that has been said so often it may appear trite to get through difficulties, and searching for any positive effects of difficulty or confusing circumstance (Jack P. Manno).<sup>51</sup>

2. Emotion Focused Coping: involves avoiding problems, rationalizing events, denouncing events, laughing them out, or looking for of

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<sup>48</sup> John W. Santrock, *Adolescence, eleventh edition*, (New York: The McGraw-Hill Companies 2007), 299.

<sup>49</sup> Aniko Zsolnai, *Coping Strategies and Social Problem Solving in Adolescence Journal*, 1-2.

<sup>50</sup> Mi-Yeon Kim, *Relationship between Types of Social Support, Coping Strategies, and Psychological Distress in Individuals Living with Congenital Heart Disease*, (Thesis of The Faculty of Graduate Studies, 2012), 30.

<sup>51</sup> Jack P, Manno, *Looking for a Silver Lining :The possible Positives of Declining Energy Return on Investment Journal*, (USA, College of Environmental Science and Forestry, 2011), 2073

religious outlook for support.<sup>52</sup> That seem to develop in adolescence. This type of coping involves attempts regulate the emotions by the occurrence of stressful event and can be considered active or avoidant (Holahan & Moos). Emotion focus coping may involve the use of behavioral and cognitif strategies such as receiving emotional support from friends and family and positive reframing (Oglen).<sup>53</sup>

- a) Self-blame: is one of coping that is studied in victims and victimizers (Meyer & Taylor). Self-blame process may reduce anxiety associated with abuse (Wortman), it may promote taking responsibility for behavior (Briere).<sup>54</sup>
- b) Avoidance: the approach avoidance having historical roots in psychoanalytic of defense and working through in conflict from the behavioral (Miller).<sup>55</sup>
- c) Wishful- Thinking: resolving conflicts between belife and desire (Stanton).<sup>56</sup>

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<sup>52</sup> Ibid,230.

<sup>53</sup> Kate Ryan, *How problem focused coping effect college students' perceived stress and life satisfaction*, (Journal of Department of Psychology, DBS School of Art, 2013), 12.

<sup>54</sup> Mary Engelstatter, *Self-Blame, Coping, Perceived, and Psychological Symptoms in Child offender and Batterers*, (Wimingthon: University of nort Carolina Journal, 2004), 10.

<sup>55</sup> Susan Roth and Lawrence Cohen, *Approach, Avoidance, and Coping with Stress Journal*, Duke University, 81.

<sup>56</sup> Ellen A. Skinner, *Searching for the Structure of Coping :a Review and Critique of Category Systems for Classifying Ways of Coping* (Journal of Portland State University, vol.128, 2003), 227.

Carver, Scheier and Weintraub, mentioned aspects of the coping strategy in problem focused coping, among other:

- 1) Self-activation, an action to try to eliminate or deceive the cause of stress or correct the consequences in direct way.
- 2) Planning, thinking about how to overcome the causes of stress, among others, by making strategies to act, thinking about the steps that need to be taken in handling a problem.
- 3) Competing agents compete, individuals may impose engagement in competing activities or may suppress the processing of competing channels of information, in order to concentrate more fully on challenges and avoid being disturbed by events, even allowing other things to occur, if necessary, to deal with stressors.
- 4) Self-control, the individual limits his involvement in competition or competition activities and does not act in a hurry.
- 5) Social support instrumental, seek social support such as advice, help or information.

#### **d. Coping Style**

Coping style is a general propensity to deal with stressful events in a particular way. As an example, we all know people who deal with stress by talking a lot about it, whereas other people keep their problems to themselves. Coping styles, then, are thought to be like personality traits in that they characterize an individual's way of behaving in a

general fashion, but they are more specific than personality traits because they are thought to come into play primarily when events become stressful.

Some people cope with a threatening event by using an avoidant (minimizing) coping style, whereas others use a confrontative (vigilant) coping style by gathering information or taking direct action. Neither style is necessarily more effective in managing stress, each seems to have its advantages and liabilities, depending on the situation in which it is employed.<sup>57</sup>

## **B. Previews Research Finding**

1. Nita C. Hwak with the title *Implication of Stress and Coping Mechanisms in the Superintendency to the Faculty of the Graduate School University of Missouri-Columbia.*

Based on the analisis of data collection, it can be concluded that Implications of this research study were identified in the areas of leadership preparatory programs, as well as education in stress management skills reform at the district level.

2. Nikitra Yvette Williams with the title *The Relationship Between Stress Coping Strategies, and Social Support among Single Mother.*

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<sup>57</sup> John W. Santrock, *Health Psychology, Fifth Edition* (New York: McGraw-Hill Companies 2003), 226-227.

Based on the analysis of data collection, it can be concluded that There were no significant differences on measures of coping. An analysis of covariance revealed no significant difference between stress and coping strategies among the mothers when social support was held constant.

### **C. Theoretical framework**

Theoretical framework is a concept in the proposal about how the theorist can be related with the factors which are identified as the important problems. The proposal has quantitative research. Which is explaining bellow Theorist descriptions are :

X = Coping Strategy

Y= Students' Stress

From the two variables above, we can conclude the theoretical framework as follow:

1. If the students have stress in learning, the students cope is effective.
2. If students have not stress in the learning, the students cope is not effective.

### **D. Hypothesis**

1. Alternative Hypothesis (Ha)

There is significant influence of coping strategy on Students' stress in Bina Prestasi program of MAN 2 Ponorogo in academic year 2017-2018.

2. Null Hypothesis (Ho)

There is no significant influence of coping strategy on Students' stress in Bina Prestasi program of MAN 2 Ponorogo in academic year 2017-2018.





## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

Research is simply the process of arriving at a dependable solution to a problem through the planned and systematic collection, analysis and interpretation of data. Research is the most important process for advancing knowledge for promoting progress and to enable man to relate more effectively to his environment to accomplish his purpose and to resolve his conflicts. Although it is not the only way, it is one of the more effective ways of solving scientific problems.<sup>58</sup>

This research applies a quantitative approach. Quantitative approach assumes with observing surface behavior and spoken words establish between variables and look for and sometime explain the cause of such relationship.<sup>59</sup> Quantitative approach is a process in discovering the subject use data in form of number. Quantitative research explaining phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics).

Furthermore, this research explains about the influence of coping strategy on students' stress and will be analyzed using statistical method. Besides, this

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<sup>58</sup> Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistic* (New Delhi: New Age International (P) Ltd.Publisher, 2006), 1.

<sup>59</sup> Jack R. Fraenkel and Norman E. Wallen, *How to design and evaluate research in education* (New York: McGraw-Hill Companies, Inc, 2005), 15.

research is aimed to know the influence of coping strategy on students' stress. Here the dependent variable is coping strategy while the independent variable is students' stress.

This research design applies an ex-post facto research. It is *Non experimental* designs that are used to investigate causal relationships without the treatments. In nonexperimental quantitative research, the researcher identifies variables and may look for relationships among them but does not manipulate the variables.<sup>60</sup> Ex post facto research is conducted after variation in the variable of interest has already been determined in the natural course of events. It starts from identifying the existing conditions and proceeds to finding the cause of the conditions.

This research design is also called *causal comparative* research involving both continuous as well as discrete variables for the independent variables that have inherent characteristics (organismic), characteristics that should not be manipulated for ethical reason and characteristics that could be manipulated but that are not.

According to the explanation above, it is belief that there are some factors that influence students' stress, one of them is coping strategy. As consequences, this study is aimed at finding out whether coping strategy effected on students' stress.

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<sup>60</sup> Donald Ary, *Introduction to Research in Education, Eight Edition* (Wadsworth: Cengage Learning, 2010), 26.

## B. Population and sample

### 1. Population

Population is all numbers of well-defined class of people event or object. A population is defined as all members of any well-defined class of people, events, or objects. Population is area of generalization consisting of object or subject which has a certain Quality and characteristics determined by researcher to study and then take conclusion. Population is not only person, but also object and other nature things.<sup>61</sup> The population of this research is students of bina prestasi class of MAN 2 PONOROGO in academic year 2017/2018. There are 8 class of Bina Prestasi class. The total Population is 154.

### 2. Sample

Sample is small group that is observed. A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. In other hand, Sample can be defined as a portion of a population<sup>62</sup>.

After defining the target population, the next step is defining the sample. In selecting the sample, the researcher used cluster random sampling technique. Cluster sampling technique involves the random selection of

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<sup>61</sup> Sugiyono, *Statistika untuk penelitian*, (Bandung:CV Alfabeta,2007), 61.

<sup>62</sup> Donald Ary, *Introduction to Research in Education, Eight Editions*, 148.

groups that already exist.<sup>63</sup> It is focus on individual. The use of cluster sampling in educational research is sometimes undertaken as an alternative to simple random sampling in order to reduce research costs for a given sample. From the explanation above, the researcher taken BP1 of Bina Prestasi class of MAN 2 Ponorogo in academic year 2017/2018. The researcher use population of BP and the total number sample is 25 students.

### C. Instrument of data collection

Instrument is a tool to collecting data from the field. In this research, writer used questionnaire and dokumentation to collect the data. Basically, questionnaire is used to measure the students' coping stress.

**Figure 3.1**

**Table of the instrument of data collection**

<b>Title</b>	<b>Variable</b>	<b>Sub Variable</b>	<b>Indicator</b>	<b>Statement</b>		<b>No item</b>
The Influence of Coping Strategy on Students' Stress in Bina	1. Independent : -Coping Strategy	1.1 Problem Focused Coping	1.1.1 Problem-solving	The process to idetify or discover the problems	Usaha memecahkan masalah	5, 9, 14, 19

<sup>63</sup> <sup>63</sup> M. Adnan Latief, *Research Methods on Language Learning An Introduction*, 185.

Prestasi Program of MAN 2 Ponorogo in Academic Year 2017/2018		1.1.2 Seeking social support	The actual supportive behaviors exchanged between people	Usaha mencari saran, nasihat, dan dukungan oranglain	12, 4, 16, 20
		1.1.3 Looking for silver lining	Searching any positive effects of difficulty or confusing circumtance	Berfikir positif dan mencari hikmah dari setiap masalah	10, 6, 13
	1.2 Emotion Focused Coping	1.2.1 Self-blame	Taking responsibility for behavior	Usaha mengatur perasaan diri untuk menyelesai kan masalah	2, 7, 18
		1.2.2 Avoidance	Through in conflict from the behavioral to avoid dealing stressor	Perilaku menghindar dari masalah dengan melakukan berbagai	8, 11, 15

					aktifitas	
			1.2.3 Wishful- thinking	Resolving conflicts between beliefe.	Harapan yang mendalam terhadap sesuatu	1, 3, 17
2. Dependent : -Students' stress			Physiolog y Respond	Authomatic reaction that triggers a physical response to a stimulus	Terjadinya respon tubuh secara alamiah saat terjadi masalah seperti sakit perut, sakit kepala, dll.	21,28, 30,34, 37
			Cognitive Respond	The mental processes to understand thought, experienc, and the senses	Tergangguny a proses kognitif individu seperti pikiran kacau, menurunnya daya konsentrasi, dll	22,27, 32,35, 39
			Emotional Respond	Involves the	Emosi yang	23,25,

				use of emotional processing in stressful situation	di alami individu seperti takut, cemas, malu, marah, dsb.	29,36, 40
			Behavior Respond	Range of action and mannerism by individual in environment	Melawan situasi yang menekan yang berhubungan dengan tingkah laku	24,26, 31,33, 38

#### D. Technique of Data Collection

In the quantitative research, the instrument of data collection is agreed with the instrument validity and reliability.

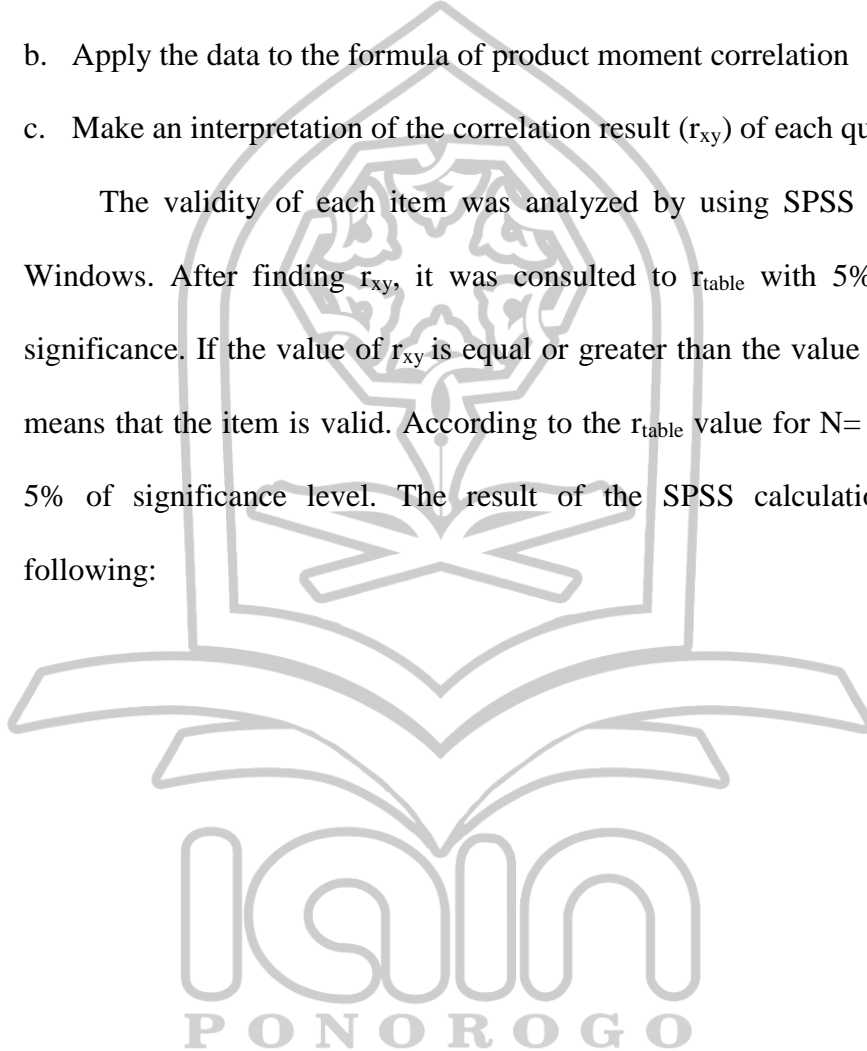
##### 1. The validity of test

Valid means correct. Validity is the most important consideration in developing and evaluating measuring instruments. Historically, validity was defined as the extent to which an instrument measured what it claimed to measure. It means that validity focus on the interpretation and meaning of the score derived from the instrument.

In this research, the researcher use formula of product moment correlation to measure the validity of the questionnaire. The steps to calculate the validity are as follow:

- a. Make the table of item analysis of all question
- b. Apply the data to the formula of product moment correlation
- c. Make an interpretation of the correlation result ( $r_{xy}$ ) of each question

The validity of each item was analyzed by using SPSS 19.00 for Windows. After finding  $r_{xy}$ , it was consulted to  $r_{table}$  with 5% level of significance. If the value of  $r_{xy}$  is equal or greater than the value of  $r_{table}$ , it means that the item is valid. According to the  $r_{table}$  value for  $N= 24$  on the 5% of significance level. The result of the SPSS calculation is the following:





**Table 3.2****The result of validity test coping**

<b>question number</b>	<b>"r" calculated</b>	<b>"r" criteria</b>	<b>Criteria</b>
1	0.400	0.396	Valid
2	0.682	0.396	Valid
3	0.682	0.396	Valid
4	0.784	0.396	Valid
5	0.535	0.396	Valid
6	0.431	0.396	Valid
7	0.702	0.396	Valid
8	0.459	0.396	Valid
9	0.434	0.396	Valid
10	0.763	0.396	Valid
11	0.176	0.396	Invalid
12	0.013	0.396	Invalid
13	0.226	0.396	Invalid
14	0.348	0.396	Invalid
15	0.199	0.396	Invalid
16	0.519	0.396	Valid
17	0.347	0.396	Invalid
18	0.679	0.396	Valid
19	0.791	0.396	Valid
20	0.417	0.396	Valid

There are 20 questions for questionnaire coping. But according to the validity analysis above showed that there were 6 invalid number on questions 11, 12, 13, 14, 15, and 17. It means that there were 14 questions with indexes correlation  $\geq 0,396$  that given to collect the data.

**Table 3.3****The result of validity test stress**

<b>question number</b>	<b>"r" calculated</b>	<b>"r" criteria</b>	<b>Criteria</b>
1	0.521	0.396	Valid
2	0.598	0.396	Valid
3	0.616	0.396	Valid
4	0.521	0.396	Valid
5	0.401	0.396	Valid
6	0.513	0.396	Valid
7	0.755	0.396	Valid
8	0.531	0.396	Valid
9	0.311	0.396	Invalid
10	0.35	0.396	Invalid
11	0.591	0.396	Valid
12	0.127	0.396	Invalid
13	0.083	0.396	Invalid
14	0.528	0.396	Valid
15	0.092	0.396	Invalid
16	0.588	0.396	Valid
17	0.237	0.396	Invalid
18	0.457	0.396	Valid
19	0.085	0.396	Invalid
20	0.007	0.396	Invalid

There are 20 questions for questionnaire coping. But according to the validity analysis above showed that there were 8 invalid number on questions 9, 10, 12, 13, 15, 17, 19 and 20. It means that there were 12 questions with indexes correlation  $\geq 0,396$  that given to collect the data.

## 2. The reability of test

Reliability is concerned with how consistently you are measuring whatever you are measuring. It is not concerned with the meaning and interpretation of the scores, which is the validity question. A reliable test is consistent and dependable. If you give the same test to the same subject or matched subject on tow different occation, the test itself should yeald similiar result, it should have test reliability.

In quantitative research, reliability is essentially a synonym for consistency and replicability over time, over instruments and over groups of respondents. To measure reliability used Alpha Cronbach formula. In this research, the researcher used SPSS program to measure reliability. The result of the reliability calculation is the following:

**Table 3.4**

**The Result of Reliability Test Coping**

**Reliability Statistics**

**Reliability Statistics**

Cronbach's Alpha	N of Items
.790	20

The greater the error, the more the reliability coefficient is depressed below 1 and the lower the reliability. Conversely, if the

reliability coefficient is near 1.00, the instrument has relatively little error and high reliability. Therefore, the table above shows that the reliability is 0,790. It means that the reliability of this instrument is high.

**Table 3.5**

**The Result of Reliability Test Stress**

**Reliability Statistics**

**Reliability Statistics**

Cronbach's Alpha	N of Items
.733	20

The greater the error, the more the reliability coefficient is depressed below 1 and the lower the reliability. If the reliability coefficient is near 1.00, the instrument has relatively little error and high reliability. The table above shows that the reliability is 0,733. It means that the reliability of this instrument is high.

**E. Technique of Collection Data**

In this research, researcher uses questionnaire, observation and documentation to collect data.

a. Questionnaire

Questionnaire is one of the most widely used social research technique. The idea formulating precise written questions, for those whose opinions or experience you are interested in, seems such an obvious strategy for finding the answer to the issue that interested someone.

Besides, questionnaire also defined as a written instrument consisting of questions to be answered or statements to be responded by respondents. It is used to gather information about fact or about opinion or attitude. In questionnaire forms are used and the respondents fill in themselves, thus questionnaire place heavy reliance on the validity of the verbal reports. The questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straight forward to analyse.

In this research, the researcher used questionnaire to identify the influence of coping strategy on students' stress. The variable that would be measured was reduced became variable indicator. Then, those indicators become the central to arrange the instrument issues that in a question or statement.

The score questionnaire answer is a number that is interpreted to make questions easier to understand. The questionnaire in this research consists of 20 numbers multiple choice items that provide 4 answer choice in each question that count as the following:

Often	:	4
Sometimes	:	3
Rarely	:	2
Never	:	1

The answer of the instrument item which is used Likert scale has gradation from positive to negative. The likert scale used to measure attitude, argument, and also people perception about social phenomena. It mean, likert schale is the formula to know and measure some problem in the data, but that is special to measure the attitude, argument,etc.

#### b. Interview

Interview is the process of the researcher orally asking question for individual to answer orally. However, the researcher conduct face-toface interviews with participant. Interview participants by telephone, or engages in focus group interviews.

In this research, the researcher interview was done with the teacher and the students of bina prestasi class.

#### c. Documentation

Documentation method is used to find out the data from the written documentation, such as daily notes, transcript, book, newspaper. In this research, documentation is used to get some data about coping strategy and

students's stress in bina prestasi program of MAN 2 Ponorogo in Academy year 2017/2018.

The data got from documentation of students' evaluation estimation. Beside that documentation used to know about research location, data description and other data.

#### **F. Technique of Data Analysis**

The data that have been collected by using reseach instrument were analyzed. Researcher was used questionnaire, interview, and documentation to collected data. This research used software of SPSS to analyze the data. It is important to analyze the data to examine the hypothesis. This research used linear regression to investigate between the influence of coping strategy on students' stress of bina prestasi program.

Linear regression is regression analysis which is therefore, linear regression is appropriate to be used to test the causal relationship between two variables. Basically, linear regression is different with linear correlation, linear correlation is used to test between the relationship of two variables and the degree of variable X and Y can be changed their position or it can be said it is a vice versa relationship. While the linear regression, the degree of the variables X and Y cannot be changed or it can be said it is a causal relationship. Furthermore, this study used F-test to test the hypothesis. F-test is used to examine the influence of independent variable and dependent variable.

After obtaining the questionnaire and documentation, then the researcher will analyze data of questionnaire score of coping strategy test and questionnaire of students' stress test into some steps:

1. Analyze the score of coping strategy test and then input them into SPSS.
2. Input the score of students' stress test into SPSS
3. Decide the Mean value from variable 1 (Coping strategy)
4. Decide the Mean value of variable 2 (Students' stress)
5. Decide maximum and minimum score of Coping strategy and students' stress
6. Decide the Mode, Median and the Sum of coping strategy and students' Stress
7. Decide the interval, frequency and percentage of coping strategy
8. Decide the interval, frequency and percentage of students' stress
9. Examine the normally test of coping strategy
10. Examine the linier regression to test the hypothesis at SPSS

#### **G. Statistical Hypothesis**

Statistically, hypothesis research is expressed as follow:

$$H_0 = \rho = 0$$

$$H_1 = \rho \neq 0$$



1. Null Hypothesis ( $H_0$ )

$H_0$  = “coping strategy does not influence on students’ stress”

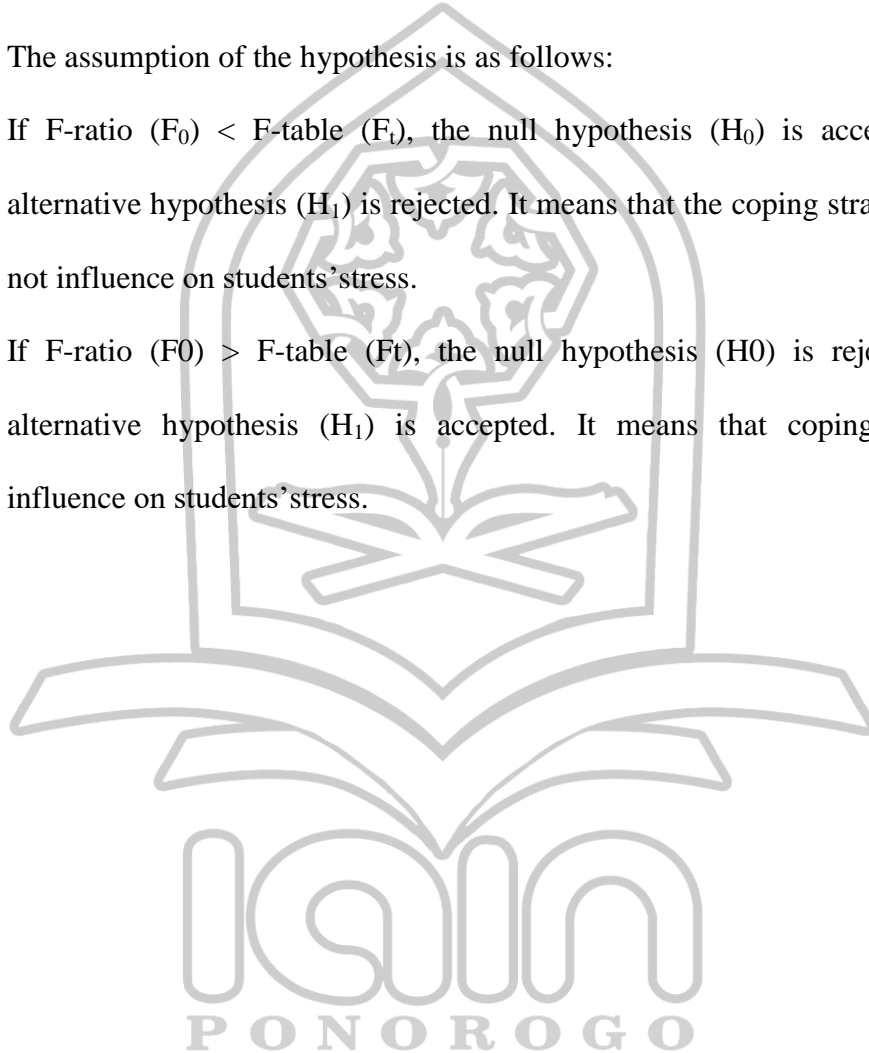
2. Alternative Hypothesis ( $H_1$ )

$H_1$  = “coping strategy influence on students’ stress”

The assumption of the hypothesis is as follows:

If F-ratio ( $F_0$ ) < F-table ( $F_t$ ), the null hypothesis ( $H_0$ ) is accepted and alternative hypothesis ( $H_1$ ) is rejected. It means that the coping strategy does not influence on students’ stress.

If F-ratio ( $F_0$ ) > F-table ( $F_t$ ), the null hypothesis ( $H_0$ ) is rejected and alternative hypothesis ( $H_1$ ) is accepted. It means that coping strategy influence on students’ stress.



## CHAPTER IV

### RESEARCH FINDING

#### A. Overview of MAN 2 Ponorogo

##### 1. History of MAN 2 Ponorogo

MAN 2 Ponorogo has number of statistic institution 131135020002. This institution has the status as public madrasah and was the over function of PGAN Ponorogo, as it set out in the decree of RI religion ministerial number 64 on the year of 1990, and number 42 on the year of 1992.

MAN 2 Ponorogo occupies an area of 9.788 m<sup>2</sup> in the lowland urban areas. It was built to maximize and prospective madrasah. The location of MAN 2 Ponorogo is very strategic because a lot of standing around madrasah boarding school are home for students who come from out of Ponorogo town. MAN 2 Ponorogo currently has 36 classes with 1188 students from class X to class XII. The presence of students served by 65 teachers ( 50 civil servant and 15 non civil ) and 17 2employees ( 6 civil servants and 11 non civil ).

Since it establishment in 1982 MAN 2 Ponorogo has undergone several changes in leadership as follows :

- |                         |                   |
|-------------------------|-------------------|
| 1. Z. A. Qoribun, B. BA | Years 1990 - 1996 |
| 2. Drs. H.Muslim        | Years 1996 - 2000 |
| 3. H. Kasanun, SH       | Years 2000 - 2006 |
| 4. Imam FaqihIdris, SH  | Years 2006 - 2007 |



	<p>highest level of education</p> <p>Excellent in olympiade and OSN</p> <p>Excellent in teen scientific work</p> <p>Excellent in the creativity race</p> <p>Excellent in art competition</p> <p>Excellent in sports competition</p> <p>Excellent in boarding school management</p>
Cultured	<p>Love local wisdom</p> <p>Cultured environment</p>
Integrity	<p>Integrated between religious knowledge and general science</p> <p>integrated between academic and non-academic</p>

P O N O R O G O

**b. Mission of madrasah**

**Religious :**

1. Realizing behavior that akhlakul karimah for madrasah citizens
2. Improve the quality of worship
3. Maintainistiqomahimplementation of prayer dzuhur and dhuha prayer
4. Creating orderly prayer, reading al-Qur'an and asmaul husna

**Superior :**

1. Improve the superior caracter in discipline
2. Strengthen the discipline
3. Improve the quality of curriculum development
4. Improve the quality of the learning process
5. Achieving high NUN acquisition
6. Increase the competitiveness of learners in continuing to higher education
7. Obtain KSM and OSN champions at regional and national level
8. Win internatinal olympic champions
9. Increase championship of teen scientific work
10. Enhance the creativity of learners

**Cultured :**

1. Increasing the liking of local cultural wisdom
2. Increasing the partisipation of madrasah citizens in the culture of environmental damage prevention
3. Increasing the awareness of madrasah in the culture of environmental damage prevention

4. Increasing the role of madrasah citizens in the culture of environmental pollution prevention.

**Integrity :**

1. Improving the integrity between the science of religion and general science.
2. Improving the integrity between academic and non-academic.

**3. Geographic location**

MAN 2 Ponorogo is one of few schools or madrasah in the regions Ponorogo. MAN 2 Ponorogo geographically located in the north on the trajectory of the district/municipality Ponorogo. The address is at Soekarno-Hatta street number 381 Keniten, Ponorogo districts, East java province. The distance of this institution to the center of sub-district is about 2 km and the distance to the city center is about 3 km.

**4. The condition of students MAN 2 Ponorogo at 2017/2018**

MAN 2 Ponorogo numbers of students in the years 2017/2018 amounted to 1188 people. Which consist of class X, XI, XII, PDCI, and BINA PRESTASI. Class XI and XII consist of three departments, namely religion, science, and social studies.

**5. The condition of teacher and staff MAN 2 Ponorogo**

Number of civil servants seconded teachers remained 65 people, while teachers who did not stay the 15 people. Number of staff where civil servants there are 7 people, while 11 people remain not.

## 6. Infrastructure of MAN 2 Ponorogo

In the teaching and learning process required adequate infrastructure, facilitated and infrastructure in question is something that can facilitate and expedite the implementation of business education programs and teaching of MAN 2 Ponorogo. As for the facilities and infrastructure available in the school is the venue for training, support facilitates for teaching and learning activities, and extra-curricular activities.

## B. Specific Research Findings

### 1. Data description about coping strategy (X Variable)

Based on data questionnaire was given to the students of bina prestasi program of MAN 2 Ponorogo in academic year 2017/2018. It contains of question about coping strategy and will be answer based on students' perception. The indicator can be seen clearly in the following table:

**Table 4.2**

### The Indicator of Coping Strategy and Students' Stress

<b>Title</b>	<b>Variable</b>	<b>Sub Variable</b>	<b>Indicator</b>	<b>Statement</b>	<b>No item</b>

The Influence of Coping Strategy on Students' Stress in Bina Prestasi Program of MAN 2 Ponorogo in Academic Year 2017/2018	1. Independent : -Coping Strategy	1.1 Problem Focused Coping	1.1.1 Problem-solving	The process to identify or discover the problems	Usaha memecahkan masalah	5, 9, 14, 19
			1.1.2 Seeking social support	The actual supportive behaviors exchanged between people	Usaha mencari saran, nasihat, dan dukungan orang lain	12, 4, 16, 20
			1.1.3 Looking for silver lining	Searching any positive effects of difficulty or confusing circumstance	Berfikir positif dan mencari hikmah dari setiap masalah	10, 6, 13
		1.2 Emotion Focused Coping	1.2.1 Self-blame	Taking responsibility for behavior	Usaha mengatur perasaan diri untuk menyelesaikan masalah	2, 7, 18
			1.2.2	Through in	Perilaku	8, 11,



		Avoidance	conflict from the behavioral to avoid dealing stressor	menghindar dari masalah dengan melakukan berbagai aktifitas	15
		1.2.3 Wishful-thinking	Resolving conflicts between beliefs.	Harapan yang mendalam terhadap sesuatu	1, 3, 17
2.	Dependent : -Students' stress	Physiolog y Respond	Authomatic reaction that triggers a physical response to a stimulus	Terjadinya respon tubuh secara alamiah saat terjadi masalah seperti sakit perut, sakit kepala, dll.	21,28, 30,34, 37
		Cognitive Respond	The mental processes to understand thought, experience, and the senses	Tergangguny a proses kognitif individu seperti pikiran kacau,	22,27, 32,35, 39

					menurunnya daya konsentrasi, dll	
			Emotional Respond	Involves the use of emotional processing in stressful situation	Emosi yang di alami individu seperti takut, cemas, malu, marah, dsb.	23,25, 29,36, 40
			Behavior Respond	Range of action and mannerism by individual in environment	Melawan situasi yang menekan yang berhubungan dengan tingkah laku	24,26, 31,33, 38

The questionnaire in this research consists of 20 numbers multiple choice items that provide 4 answer choice in each question that count as the following:

Often : 4

Sometimes : 3

Rarely : 2

Never : 1

**Table 4.3**  
**The Result of Questionnaire of Coping Strategy**

<b>Responden</b>	<b>Score</b>
1	38
2	56
3	51
4	35
5	40
6	51
7	64
8	49
9	57
10	53
11	51
12	36
13	53
14	43
15	40
16	49
17	50
18	35

19	54
20	57
21	47
22	56
23	41
24	51
25	45

Based on data obtained from a questionnaire distributed to 25 respondent indicated that coping strategy showed the highest score was 64 and the lowest was 35. Based on the score, to determined interval used formula as the following:

$$i = \frac{R}{k}$$

To cast about  $k$  value used formula:

$$\begin{aligned}
 k &= 1 + 3,322 \cdot \log n \\
 &= 1 + 3,322 \cdot \log 25 \\
 &= 1 + 3,322 \times 1,398 \\
 &= 1 + 4,644 \\
 &= 5,644 (6)
 \end{aligned}$$

To cast about  $R$  value used formula:

$$H (\text{highest}) = 64$$

$$L \text{ (lowest)} = 35$$

$$R = (H - L) + 1$$

$$= (64 - 35) + 1$$

$$= 30$$

To determined interval used formula:

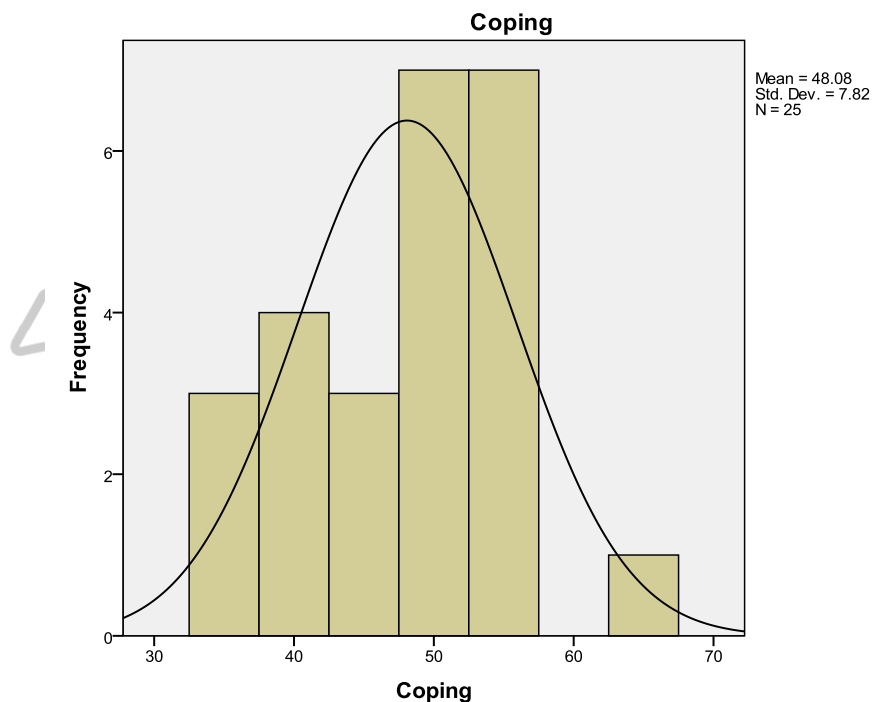
$$i = \frac{R}{k} = \frac{30}{6} = 5$$

The result of questionnaire of coping strategy can be seen clearly on the following table:

**Table 4.4**  
**Frequency Distribution of Coping Strategy**

Interval					
	Interval	Frequency	Percent	Valid Percent	Cummulative Percent
Valid	35-39	4	16	16	16
	40-44	4	16	16	32
	45-49	4	16	16	48
	50-54	8	32	32	80
	55-59	4	16	16	96
	60-64	1	4	4	100
	<b>Total</b>	25	100	100	

According to the table above, could be seen that the result of questionnaire of coping strategy on students' stress was varieties. There were 16 percent or 4 students got score between 35-39, score 40-44 there were also 16 percent or 4 students. Next, 16 percent or 4 students got score between 45-49, 32 percent or 8 students got score between 50-54, 16 percent or 4 students got score between 55-59. Finally, 4 percent or 1 students got score 60-64. Based on the table above, the histogram can be seen in as follow:



**Figure 4.2**

**Histogram of Coping Strategy**

According to the histogram above, it stated the Mean (M) is 48,08 and the Standard Deviation (SD) is 7,82. To determine the category of coping strategy on students' desk was good, medium or low, the researcher grouped scores using the standard as follow:

- a. More than  $M + 1.SD$  ( $48,08 + 7,82$ ) is categorized into good
- b. Between  $M - 1.SD$  to  $M + 1.SD$  is categorized into medium
- c. Less than  $M - 1.SD$  ( $48,08 - 7,82$ ) is categorized into low

Thus, it can be seen that the scores which are more than 55,9 is considered into good, while the scores which are less than 40,26 is considered into low and the score between 40,26 -55,9 is considered into medium. The categorization can be seen in the following table:

**Table 4.5**

**The categorization of coping strategy**

No	Score	Frequency	Percentage	Category
1	More than 55,9	5	20	Good
2	40,26 -55,9	14	56	Medium
3	Less than 40,26	6	24	Low
<b>Total</b>		25	100	

Based on the table above can be seen that coping strategy on students' stress showed 20 percent in the good category, 56 percent medium and 24 percent in a low category.

## 2. Data description about students' stress

The students' stress of Bina Prestasi students of MAN 2 Ponorogo obtained from the questionair. The results can be seen in the following table:

**Table 4.6**

### **The Result of Questionnaire of Students' Stress**

<b>Responden</b>	<b>Score</b>
1	40
2	54
3	46
4	40
5	41
6	56
7	54
8	51
9	64
10	60



11	53
12	49
13	43
14	49
15	53
16	51
17	54
18	48
19	60
20	64
21	50
22	51
23	44
24	41
25	42

Based on data obtained from a questionnaire distributed to 25 respondent indicated that students' stress showed the highest score was 64 and the lowest was 40. Based on the score, to determined interval used formula as the following:

$$i = \frac{R}{k}$$

To cast about  $k$  value used formula:

$$\begin{aligned} k &= 1 + 3,322 \cdot \log n \\ &= 1 + 3,322 \cdot \log 25 \\ &= 1 + 3,322 \times 1,398 \\ &= 1 + 4,644 \\ &= 5,644 \text{ (6)} \end{aligned}$$

To cast about  $R$  value used formula:

$$\begin{aligned} H \text{ (highest)} &= 64 \\ L \text{ (lowest)} &= 40 \\ R &= (H - L) + 1 \\ &= (64 - 40) + 1 \\ &= 25 \end{aligned}$$

To determined interval used formula:

$$i = \frac{R - 25}{k - 6} = 5$$

The result of questionnaire of students' stress can be seen clearly on the following table:

**Table 4.7**  
**Frequency Distribution of Students' Stress**

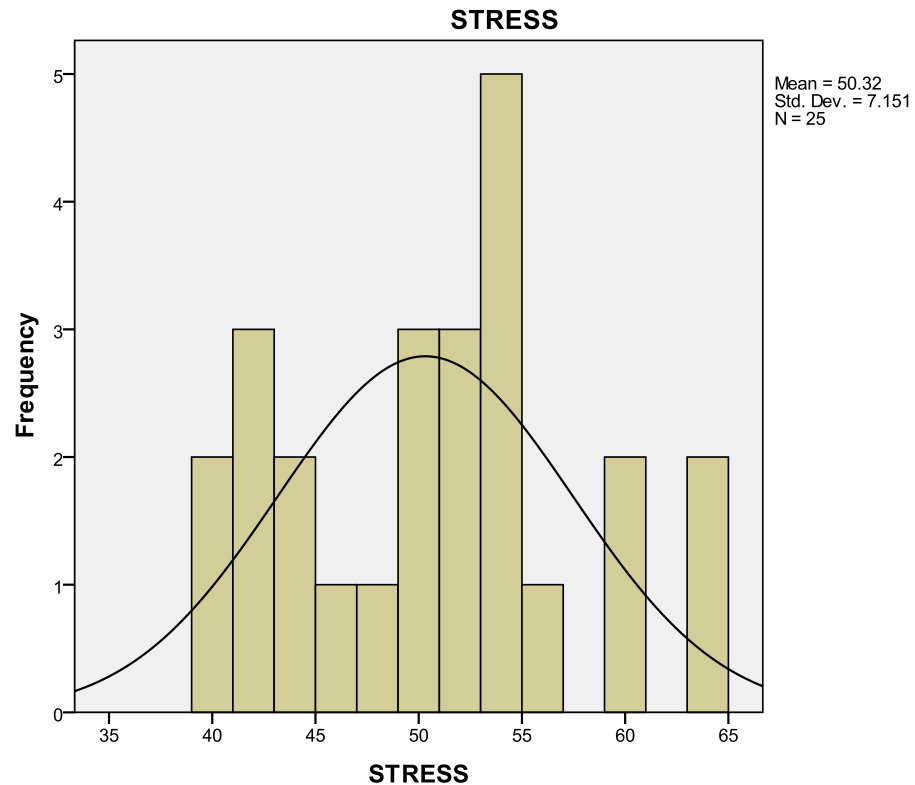
Interval					
	Interval	Frequency	Percent	Valid Percent	Cummulative Percent

Valid	40-44	7	28	28	28
	45-49	4	16	16	44
	50-54	8	32	32	76
	55-59	1	4	4	80
	60-64	5	20	20	100
	65-69	0	0	0	100
	<b>Total</b>	25	100	100	

According to the table above, could be seen that the result of questionnaire of students' stress was varieties. There were 28 percent or 7 students got score between 40-44, score 45-49 there were 16 percent or 4 students. Next, 32 percent or 8 students got score between 50-54, 4 percent or 1 students got score between 55-59, 20 percent or 5 students got score between 60-64. Finally, 0 percent or 0 students got score 65-69.

Based on the table above, the histogram can be seen in as follow:





**Figure 4.3**

### Histogram of Students' Stress

According to the histogram above, it stated the Mean (M) is 50,32 and the Standard Deviation (SD) is 7,15. To determine the category of students' stress was good, medium or low, the researcher grouped scores using the standard as follow:

- d. More than  $M + 1,SD$  ( $50,32 + 7,15$ ) is categorized into good
- e. Between  $M - 1,SD$  to  $M + 1,SD$  is categorized into medium
- f. Less than  $M - 1,SD$  ( $50,32 - 7,15$ ) is categorized into low

Thus, it can be seen that the scores which are more than 57,47 is considered into good, while the scores which are less than 43,14 is considered into low and the score between 43,14-57,47 is considered into medium. The categorization can be seen in the following table:

**Table 4.8**

**The categorization of coping strategy**

No	Score	Frequency	Percentage	Category
1	More than 57,47	4	16	Good
2	43,14 -57,47	15	60	Medium
3	Less than 43,14	6	24	Low
<b>Total</b>		25	100	

Based on the table above can be seen that students' stress showed 16 percent in the good category, 60 percent medium and 24 percent in a low category.

### C. Data Analysis

#### 1. Assumption Test Analysis

Assumption test analysis is the prerequisite for testing hypothesis. The assumption is the data are normally distributed. It can be done by conducting Normality Test.

In this research, the researcher used Kolmogorov-Smirnov formula which is calculated by using SPSS 19.00 for Windows. The result is in the following:

**Table 4.9**  
**The Result of Normality Test for Coping Strategy and Students' Stress**

**One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		25
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	5.68082107
Most Extreme Differences	Absolute	.088
	Positive	.077
	Negative	-.088
Kolmogorov-Smirnov Z		.440
Asymp. Sig. (2-tailed)		.990

a. Test distribution is Normal.

b. Calculated from data.

According to the table above, it can be conclude that the data is normality distributed. The data is clarified normality distributed if the significant value  $> 0,05$ . Referring to the table above, we can see that the value of Kolmogorov-Smirnov test for variable X (Coping Strategy) and variable Y (Students' Stress) is 0,440. It indicated that the both of variable are normally distributed

## 2. Testing Hypothesis

The result of Linier Regression analysis by using SPSS 19.0 for Windows is the following:

**Table 4.10**

**Determination Coefficient**

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.607 <sup>a</sup>	.369	.342	5.803

a. Predictors: (Constant), Variabel\_X

Based on the table above, the value R as a symbol of coefficient correlation showed 0,607. It means that the correlation between two variables in this research that is coping strategy and students' stress is determined into low. Then, the value of R Square or Coefficient Determination informs how well the independent and dependent variable interacted. The R square showed 0,369. It means that the independent variable (coping strategy gives 36,9 % contribution on the dependent variable (students' stress).

Therefore, the analysis focuses on the linearity of each variable namely coping strategy as independent variable (variable X) and students' stress as

dependent variable (variable Y). The result of this analysis can be seen on the table below:

**Table 4.11**

**ANOVA**

**ANOVA<sup>b</sup>**

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	452.919	1	452.919	13.450	.001 <sup>a</sup>
Residual	774.521	23	33.675		
Total	1227.440	24			

a. Predictors: (Constant), Coping Strategy

b. Dependent Variable: Students' stress

According to the table ANOVA above, the significant value is 0,001. It means that the regression model equation is significant because it has already fulfilled the criteria of linearity. The criteria is if the significant value  $< 0,05$  linier regression can be applied.

Then the analysis focus on the effect of independent variable X (coping strategy) to the independent variable Y (students' stress), it can be seen from the Coefficient table below:



**Table 4.12****Coefficients**

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	23.612	7.374		3.202	.004
COPING	.555	.151	.607	3.667	.001

a. Dependent Variable: Variabel\_Y

The table above shows a clear description about regression equation model through Unstandardized Coefficient B. therefore, the regression equation model is  $Y=23.612B + 0,555X$ . the T score above shows 3.667 and it was compares to  $t_{table}$  with 5% level of significance, it listed 2,03. It means that T score greater than  $t_{table}$  and the significant value is 0,001. That is indicate the regression equation model is significant because it has already fulfilled the criteria of linearity. The criteria of linearity is if the significant value  $< 0,05$ .

According to the result of analysis through SPSS 19.00 for Windows, it can be conclude that  $H_a$  is accepted and  $H_0$  is rejected. It implied coping strategy are significantly affect on students' stress.

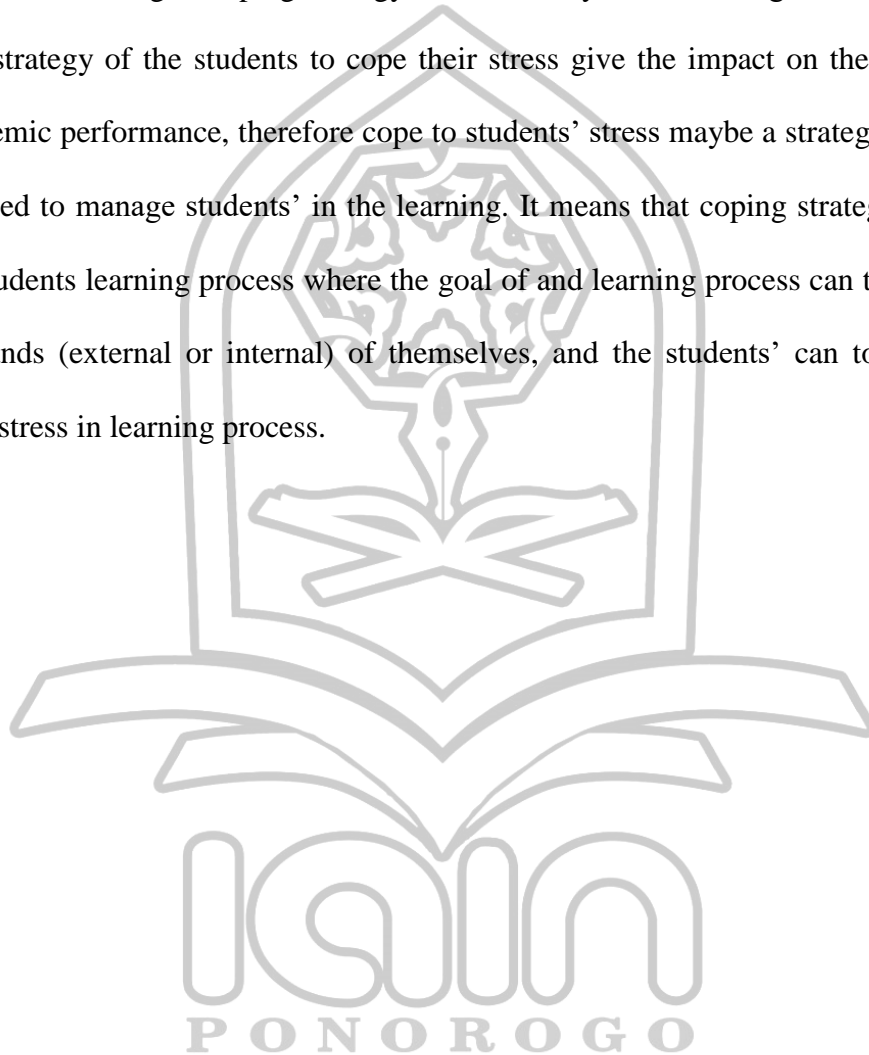
#### **D. Discussion**

The research was conducted to know whether there was a significant effect of coping strategy on students' stress at MAN 2 Ponorogo in academic year 2017/2018 or not. In this research questionnaire is used to get some data about coping strategy based on students' perception in Bina Prestasi program at MAN 2 Ponorogo.

After collecting data, then make a data description. Data description consists of the result of questionnaire and documentation of students' score in subject. Next, make a data analysis. Based on data analysis about the significant effect of coping strategy on students' stress in Bina Prestasi program at MAN 2 Ponorogo in academic year 2017/2018, it founded that the significant value is 0,001. It means that the regression equation model is significant because it has already fulfilled the criteria of linearity. The criteria of linearity is if the significant value  $< 0,05$  linear regression can be applied. It can be conclude that  $H_a$  is accepted and  $H_0$  is rejected.

The value of R square/Coefficient Determination informs about how well the independent and dependent variable interacted. The R square is 0,369. It means that the independent variable (coping strategy) gives 36,9% contribution toward dependent variable (students' stress).

The data above shows that the significant effects of coping strategy on students' stress at Bina Prestasi program of MAN 2 Ponorogo in academic year 2017/2018 is 36,9%. It indicated that  $H_a$  is accepted and  $H_0$  is rejected. It means that the increasing of coping strategy is followed by the increasing students' stress. The strategy of the students to cope their stress give the impact on the students' academic performance, therefore cope to students' stress maybe a strategy that can be used to manage students' in the learning. It means that coping strategy impact on students learning process where the goal of and learning process can to manage demands (external or internal) of themselves, and the students' can to increase their stress in learning process.



## CHAPTER V

### CLOSING

#### A. Conclusion

According Lazarus Theorya central to any psychological stress theory: appraisal, individuals' evaluation of the significance of what is happening for their well-being, and coping, individuals' efforts in thought and action to manage specific demands. Referring to the finding and discussion from previous chapter, the researcher conclude that there is significant effect of coping strategy on students' stress at Bina Prestasi program of MAN 2 Ponorogo in academic year 2017/2018. The R square is 0,369. It means that independent variable (coping strategy) gives 36,9% contribution on dependent variable (students'stress), then 63,1% influenced by other factors. Therefore, the regression equation model is  $Y=23.612B + 0,555X$ . So, it can be conclude that  $H_a$  is accepted and  $H_0$  is rejected.

#### B. Suggestion

According to the conclusion above, the researcher would like to give some suggestion:

1. For English teacher

It is expected for the teacher to develop the teaching and learning process, to make students more interested and enjoyed the lesson and not feel stress in

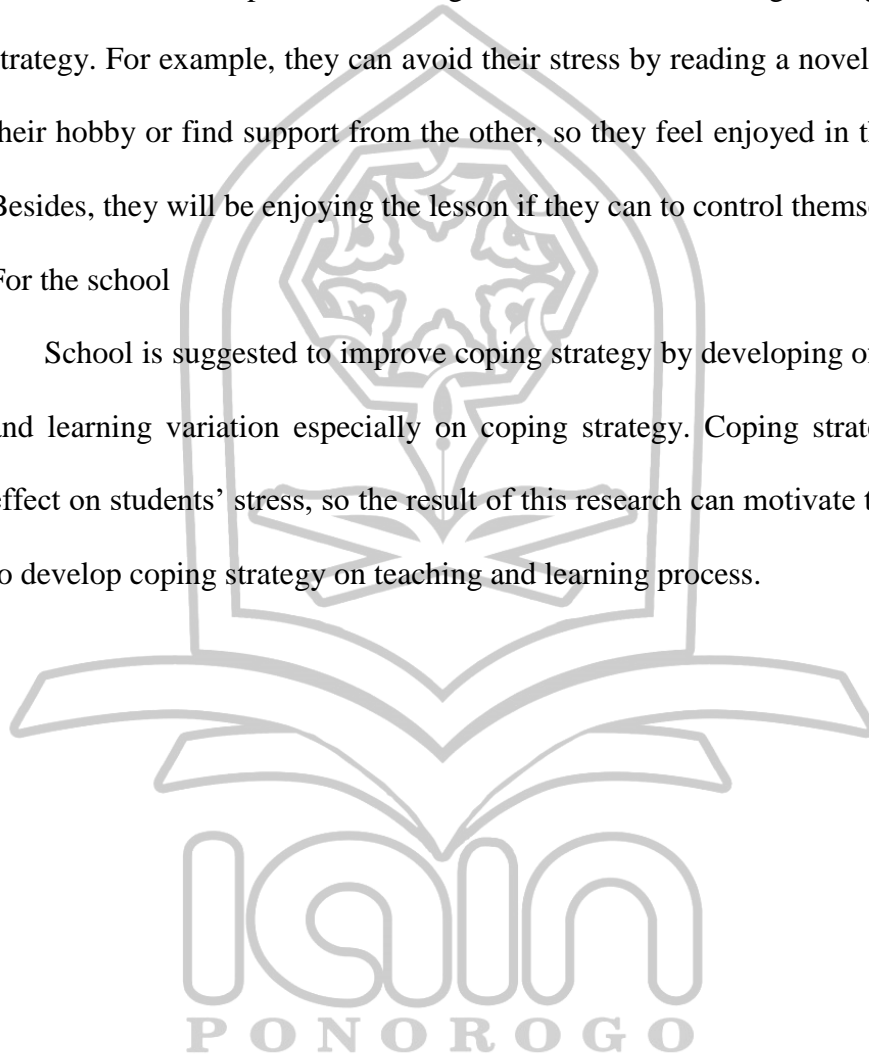
learning. The teacher must be able to control the students' well when learn in the class. It makes students more comfort, enjoy on the lesson.

2. For the students

Students are expected to manage their stress in learning through coping strategy. For example, they can avoid their stress by reading a novel, or doing their hobby or find support from the other, so they feel enjoyed in the lesson. Besides, they will be enjoying the lesson if they can to control themselves.

3. For the school

School is suggested to improve coping strategy by developing of teaching and learning variation especially on coping strategy. Coping strategy gives effect on students' stress, so the result of this research can motivate the school to develop coping strategy on teaching and learning process.



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