

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of three sections. The first section is academic stress which includes four subsections which are definition of academic stress, causes of academic stress, effect of academic stress, and solution to academic stress. The second section is about the use of songs in learning. And the last section presents the result of studies in the relevant field that had been conducted so far.

2.1 Academic Stress

Academic stress is a subjective perception of an academic condition or a response experienced by students in the form of physical reactions, behaviors, thoughts, and negative emotions that arise due to school or academic demands. This shows the need for efforts by counselors to develop the practice of Guidance and Counseling services to improve the quality or potential of students in anticipating the emergence of student academic stress and the factors that influence the emergence of academic stress.

I as a writer have also experienced it. When I was still a high school student, I got a lot of pressure either from school, family, and myself. Lots of assignments before exams, tutoring after school is over, and lots of worries about how my life will be after graduating from school such as should I continue my study or work. But the biggest factor of stress that can occur in school. Assignments and additional learning given by the school are the main factors of academic stress that can occur.

2.1.1 Definition of Academic Stress

(Deng et al., 2022) state that stress is a relationship between an individual and the environment that is judged by the individual as burdensome or greatly exceeds a person's abilities and endangers his or her well-being. Furthermore, (Epel et al., 2018) explains that stress can also mean tension, inner pressure, tension, and conflict which means: a) a stimulus that strains the psychological or physiological capacities (power) of an organism; b) a type of frustration, in which activities directed at achieving goals have been disrupted, complicated, or hindered. This event is usually accompanied by feelings of worry in the achievement of goals; and c) a condition of physical or psychological tension caused by the perception of fear and anxiety.

(Attia et al., 2022) argues that stress is any situation that threatens or is considered to threaten a person's well-being and requires coping abilities. These situations can be divided into four main types, namely: frustration, conflict, change and pressure. (Salleh, 2008) states stress as a condition of an unbalanced relationship between mind and body in response to existing demands.

Stress is a condition caused by a mismatch between the desired situation and the individual's biological, psychological or social system (Epel et al., 2018). (Bherer et al., 2013) also define stress as the perception of the gap between environmental demands and the individual's ability to fulfill them. According to (Schneiderman et al., 2005) stress is an individual's response to a situation or event that triggers stress (stressor), which threatens and interferes with a person's ability to handle it (coping).

Stress that arises due to pressures to show achievement and excellence in conditions of increasing academic competition is called academic stress (Lukman Hakim et al., 2022). Academic stress makes students burdened by various pressures and demands in assignments and learning achievements. According to (Permatasari & Retno Suminar, 2022), academic stress experienced by students is the result of subjective perceptions of the discrepancy between environmental demands and students' actual resources.

(Octasya & Munawaroh, 2021) stated that stress in the academic field in children arises when expectations for academic achievement increase, both from parents, teachers or peers, while these expectations are not in accordance with their abilities. From the results of his research, (Waghachavare et al., 2013) concluded that the causes of stress among students are: a) fear of not getting a place in college, b) school exams, c) too much content to be studied, and d) school schedule that is too busy. All this stress is related to academic problems. Academic stress is defined as the pressures faced by students related to school, which are perceived negatively and have an impact on physical, psychological and learning performance (Lukman Hakim et al., 2022)

Academic stress experienced by students is related to: a) pressure academic (sourced from teachers, subjects, teaching methods, learning strategies, dealing with tests or class discussions); and b) social pressure (sourced from students' peers). The stress experienced by students will then affect the physical and psychological aspects which will result in disruption of the learning process (Rahiman et al., 2023). Academic stress experienced by students occurs not solely

from external factors (school environment and parents), but internal factors also affect the emergence of learning stress, namely how students prepare themselves in doing their tasks (Ekpenyong et al., 2013)

(Octasya & Munawaroh, 2021) states that academic stress is the pressure that occur within students caused by competition and academic demands. The demands that come from teachers, parents, and from peers cause this stress to appear. On the other hand, difficult subjects are also a cause of stress in students, therefore it is expected for teachers to provide fun but effective learning so that students can catch lesson in class well. Many other factors that cause stress can arise, namely through internal factors such as mindset, personality, and external factors such as increasingly intense and dense lessons as well as pressure and encouragement from people around.

It can be concluded that academic stress is pressure due to subjective perception of an academic condition. This pressure produces a response experienced by students in the form of negative physical reactions, behavior, thoughts, and emotions that arise due to school or academic demands.

2.1.2 Causes of Academic Stress

(Pratiwi et al., 2023) suggested that academic stress caused by two factors, namely internal and external. Internal factors that cause academic stress are:

- a. **Mindset.** Students who think they cannot control the situation will tend to experience greater stress.
- b. **Personality.** The stress level of optimistic students is usually lower than that of pessimistic students

- c. Confidence. Self-confidence plays an important role in interpreting situations around the individual

Furthermore, (Lin & Yang, 2021) suggest external factors that cause academic stress, including:

- a. Less dense. Curriculum in the education system has been weighted to a higher standard. As a result, competition is getting tougher, learning time is increasing, and the student burden is multiplying. Although some of these reasons are important for the development of education in the country, it cannot be ignored that this causes the stress level faced by students to increase as well.
- b. Pressure to achieve high. Students are heavily pressured to do well in their exams. This pressure usually comes from parents, family, teachers, peers, and yourself.
- c. Social status push. Education has always been a symbol of social status. People with high academic qualifications will be respected by society and those who are not highly educated will be looked down upon. Students who succeed academically are highly liked, recognized, and praised by society. On the other hand, students who do not do well in school are called sluggish, lazy, or difficult. Students who are considered as troublemakers tend to be rejected by teachers, scolded by their parents, and ignored by their peers.
- d. Parents compete with each other. Among parents who are more educated and rich in information, the competition to produce children who are capable in various aspects is also fiercer. Along with the proliferation of

informal education centers, various kinds of additional lessons also create competition for the smartest, smartest, and versatile students.

2.1.3 Effect of Academic Stress

(Schneiderman et al., 2005) explains that the impact of stress on individuals is the emergence of health, psychological, and interpersonal interactions which are described as follows:

- a. Health problems. That the human immune system works integrally with other physiological systems, and all of them function to maintain the balance of the body, both physically and psychologically, whose way of working is regulated by the system in the brain.
- b. In terms of psychology, prolonged stress will cause constant tension and worry. Chronic stress generally occurs around problems of poverty, family turmoil, trapped in an unhappy marriage, or job dissatisfaction problems. As a result, people will constantly feel depressed and lose hope.
- c. Interpersonal interactions, stressed people tend to associate everything with themselves. At high levels of stress, people can become depressed, lose self-confidence and self-esteem. As a result, stressed people withdraw more from the environment, no longer participate in usual activities, rarely gather with others, prefer to be alone, are easily offended, and get angry easily.

(Pascoe et al., 2020) suggest the impact of academic stress which consists of:

- a. Thoughts, that responses that arise from thinking, such as: loss of self-confidence, fear of failure, difficulty concentrating, worrying about the future, forgetting things, and thinking constantly about what they should do
- b. Behavior, that is the response that arises from behavior, such as withdrawing, using drugs and alcohol, sleeping too much or too little, eating too much or too little, and crying for no reason.
- c. Body reactions, namely responses that arise from body reactions, such as: sweaty palms, increased heart rate, dry mouth, feeling tired, headache, prone to pain, nausea, and stomach pain
- d. Feelings, such as anxiety, irritability, moodiness, and feeling afraid.

2.1.4 Solution to Academic Stress

It cannot be denied that academic stress can interfere with student activities at school. If this is left alone, the academic and non-academic activities of students can be disrupted. Geeta Jain and Manisha Shanghai in 2017 state that there are various ways and means that the students can adopt to relieve stress, like imbibing any one form of exercise to be done on daily basis, meditation and breathing exercises, and receive enough sleep. They also state that listening to music can reap many benefits and can relieve stress certainly.

Here are some ways that can be done to reduce student academic stress are;

1. Listen to calming music when it's time to focus.
2. Plan breaks to do things that aren't school-related.
3. Relax and learn mindfulness through sensory experiences.

4. Exercise during the school day to release endorphins.
5. Practice asking teachers and other adults for help.
6. Reaching out to friends or family members who help you cope in a positive way.
7. Making time to do fun things.

2.2 The Use of Song in Learning

Using songs in learning is nothing new. Many teachers and schools have used songs as a medium in teaching, especially in teaching English. The reason why songs are used is because songs can make students enjoy more and learning more fun. However, the use of songs in learning as a treatment medium for students' mental health is still very rare. Mostly, they use songs as a medium to improve student skills such as listening skills, English language vocabulary, not as a treatment medium to reduce stress levels in students.

(Ningsih, 2019) found that using English songs in ELT can be justified on the grounds that it will emancipate full mental and affective power in language learning and promote language awareness. Listening to songs can knock down the learner's psychological barriers, such as anxiety, lack of self-confidence and apprehension as well as fire the learner's desire to grasp the target language. They said that using songs in ELT can increase students' active learning and reduce anxiety in students but it is not said to reduce students' stress levels while studying. Therefore, the researcher will find out whether giving some songs during the process of learning English can decrease their academic stress as well.

2.3 Review of Previous Studies

It is still rare to find studies that discuss this topic, especially those that are directly related to the mental condition of students, namely stress. Most of them are studies that explain how the influence of songs can affect student's skill levels such as listening, pronunciation, vocabulary learning, writing, etc. However, there are also some related studies such as the influence of songs in learning English or how the effects of songs can affect mental health in humans.

In a study entitled "Reducing Stress on Students through Traditional Music" by (Krout, 2007), stress is an important problem that can affect an individual's mental health. Stress can be experienced by all humans, like students. Students are vulnerable to physical/psychological disorders because each semester has demands and pressure in the academic field, this will be a stressor which the body responds to as stress. So, the stress in question is the stress caused by the demands of learning at school, as well as the demands of parents at home who want students to be good at achieving grades in subjects. Demands such as the number of assignments given by the teacher, some lesson that are difficult to understand because of the learning methods that may be less interesting and less effective for students, long learning duration, or anxiety when facing exams.

For the study, they used a quasi-experimental type method with a control group design with dependent pre-test and post-test sample designs. The population is the 6th-semester psychology students, totaling 125 people. The writer ask the students to working on the task as a form of the stressor such as addition and multiplication task, analyzing English articles task, and memorizing the names of psychological

disorders. The result of this study indicates that giving music or song while studying can reduce students' stress levels. Although not all of the selected students showed a decrease in stress levels, most of them showed results which stated that the provision of music could reduce stress.

The results of the study are related to the studies that the researcher will examine, but in this study it is more to use traditional music or songs, while the studies that the researchers will examine use songs in the current era. The researcher also uses different method which uses qualitative method. For the song, they are basically the same thing, which both are music. To compensate for this, the researchers chose several songs that had a slow beat, chose songs with the right genre, and songs that were fun to listen to for teenagers.

