

**COPING MECHANISMS AMONG SEVENTH SEMESTER
ENGLISH EDUCATION STUDENTS OF SRIWIJAYA
UNIVERSITY IN THE NEW-NORMAL ERA**

A Thesis by:

DITA ANINDYAH KINANTI UTAMI

06011281621029

English Education Study Program

Language and Arts Education Department



**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY
PALEMBANG
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PALEMBANG

2023

Approved by:

Advisor,



Dra. Zuraida, M. Pd.
NIP. 196205051988032004

Certified by,

Head of English Education Study Program,

Eryansyah, M. A., Ph. D.
NIP 196907181995121001

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DITA ANINDYAH KINANTI UTAMI

Student Number: 06011281621029

**This thesis was defended by the writer in the final program examination and
was approved by the examination committee on:**

Day : Thursday

Date: June 22, 2023

1. Chairperson : Dra. Zuraida, M. Pd.


2. Member : Hesti Wahyuni Anggraini, S. Pd., M. Pd.



Palembang, June 22, 2023

Certified by,

**Coordinator of English Education
Study Program,**



Ervansyah, M. A., Ph. D.
NIP 196907181995121001

DECLARATION

I, the undersigned,

Name : Dita Anindyah Kinanti Utami

Student's Number : 06011281621029

Study Program : English Education

Certify that the thesis entitled "Coping Mechanisms among Seventh Semester English Education Students of Sriwijaya University in the New-normal Era" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by Ministry of Education of Republic of Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

Palembang, July 2023

The Undersigned,



Dita Anindyah Kinanti Utami

06011281621029

DEDICATION

I would like to dedicate this thesis to:

- The Almighty God of Allah SWT, without whose grace and blessings, I would not be able to finish this thesis. Also Prophet Muhammad SAW.
- My advisor, Dra. Zuraida, M.Pd., who never stops correcting me and guiding me in the right path. This thesis would not be completed without her guidance.
- My beloved mother, Rosmely Lubis, who facilitated my every need in completing my degree. Her unlimited support for me has inspired me in so many unimaginable ways. I used to think I could never be as lucky as other children, but it turns out that I am actually more blessed than anyone to have her beside me. Also my father and my brothers.
- My precious partner, Naufal Dika Yudhitya. Thank you for always giving me a motivation to keep going. I honestly don't know where I'd be without you. You are the hands that pull me back when I wander too far in life. You are the legs that force me to run even when I don't feel like walking. You are the light that keeps guiding me in the darkness, and I am forever grateful for that.
- My witty cousins, Cantika, Syifa, Azizah, and Amalia. You have been my last resort whenever I fall short of anything. I always feel welcome around you guys. You never judge me, you never even question if I actually deserve to be called 'Ayuk' because I keep showing my weaknesses to you. Thank you for accepting me for what I really am.
- My closest friend, Joseph Mikael Fajar Gumilar Simanungkalit, who is always available when I need to discuss, when I need feedback, and when I need a friend to rely on. Also Kintan Virinda Putri Keratonhadiningrat for teaching me that life will not get easier, we just have to become tougher to thrive.

- My long-term long distance bestie, Ariskha Ananda, who never judges me for whatever life choice I make, no matter how right or wrong it is. Also Mak Intan and Mba Biby, who never hesitates to share an ugly belly laugh with me when life comes knocking down.
- My companions in finishing this thesis, Tria Febri Ramadhania and Hesti, who always share laughter and tears as well as happiness and sorrow with me. Even though we became close only recently, I feel like the joy we shared has been there since forever ago. You guys play a big role for my well-being during my “bachelor degree expedition.” I don’t think I could ever repay you for that.
- My twitter friends, whom I no longer talk to now: Ash, Mirthe, Ayesha, Ala, Ziv, Ayra, Demi, and Lucas. I am sad that we don’t talk anymore, but you guys were a part of my life no matter what. Thank you for being my friends.
- The big family of English Education Study Program of the Faculty of Teacher Training and Education of Sriwijaya University, especially SEESPA 2016. Thank you for being a huge part of my journey in life.
- Last but not least, I want to kindly thank me for always showing up for myself. I thank me for not giving up so early and realizing that I have so many potentials that need to be improved. I thank me for always waking up every day and choosing life. Thank you, Dita Anindyah Kinanti Utami. I am very proud of you.

MOTTO

“Whatever you do, always be kind and choose life.”

ACKNOWLEDGEMENT

First of all, the writer would like to thank Allah SWT, with His *great grace and chance*, the writer could finish this thesis. It was an excellent opportunity to reach this phase and complete the bachelor's degree at the English Education Study Program of the Faculty of Teacher Training and Education of Sriwijaya University. Then the writer would like to *express her deepest gratitude for her beloved mother, brothers, partner, relatives, and friends who always give such strength for her all the time.*

The writer also would like to express the highest gratitude to her advisors, Dra. Zuraida, M Pd., and Hariswan Putera Jaya, S.Pd., M.Pd., for their advices, suggestions, guidance, patience and dedications in guiding the writer to finish this study. The writer is also very grateful to the Dean of the Faculty of Teacher Training and Education of Sriwijaya University, Head of Language and Arts Education Department, and Head of English Education Study Program 2018/2022, Hariswan Putra Jaya, S.Pd., M.Pd. and Head of English Education Study Program 2022, Eryansyah, M.A., Ph.D. for their assistance in administrative matters. Last but not least, much gratitude is also addressed to all the lecturers who kindly taught the writer during her study.

Last, hopefully that this thesis will be useful to all of the people who need it.

Palembang, July 2023

The writer



Dita Anindyah Kinanti Utami

TABLE OF CONTENTS

COVER	i
APPROVAL	ii
COMMITTEE APPROVAL	iii
DECLARATION	iv
DEDICATION.....	v
MOTTO.....	vii
ACKNOWLEDGEMENT	viii
TABLE OF CONTENTS	ix
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF APPENDICES	xv
ABSTRACT	xvi
CHAPTER I: INTRODUCTION	1
1.1 Background of the Study	1
1.2 The Problems of the Study	5
1.3 The Objectives of the Study	5
1.4 The Significance of the Study.....	6
CHAPTER II: LITERATURE REVIEW.....	7
2.1 Coping Mechanism	7
2.2 Stress and Anxiety among Students.....	8
2.3 The New-normal	9
2.4 The Relationship between New-normal and Coping Mechanism	10

2.5 Previous Related Studies	12
CHAPTER III: METHODOLOGY	15
3.1 Research Design.....	15
3.2 Operational Definitions	16
3.3 Participants of the Study.....	16
3.3.1 Participants' Characteristics	17
3.3.2 Total of Participants	18
3.4 Sampling Technique.....	19
3.4.1 Sample Sizes	19
3.4.2 Representatives of the Study	19
3.5 Data Collection	20
3.5.1 Questionnaires	20
3.5.2 Interview	25
3.5.2.1 Conducting the Interview	25
3.6 Data Analysis	31
3.7 Validity and Reliability	32
3.7.1 Validity and Reliability of PSQ	32
3.7.2 Validity and Reliability of GAD-7.....	33
3.7.3 Validity and Reliability of Interview	34
3.7.4 Validity and Reliability of Brief COPE	37
CHAPTER IV: FINDINGS AND DISCUSSIONS.....	38
4.1 Findings of the Study	38
4.1.1 Findings of the Questionnaires (PSQ and GAD-7).....	38
4.2 Discussions of the Findings	41
4.2.1 The First Section of the Interview	42

4.2.2 The Second Section of the Interview	45
4.3 Interpretations	62
4.3.1 Interpretations of PSQ and GAD-7 Questionnaire	62
4.3.2 Interpretations of the Interview.....	63
4.3.3 Interpretations of Brief COPE Questionnaire	65
CHAPTER V: CONCLUSIONS AND SUGGESTIONS	68
5.1 Conclusions of the Study.....	68
5.2 Suggestions	68
REFERENCES	70
APPENDICES	81

LIST OF TABLES

Table 1 Characteristics for the First Stage of the Sampling Technique	17
Table 2 Characteristics for the Second Stage of the Sampling Technique	17
Table 3 Participants of the Study.....	18
Table 4 Total Representatives of the Study	20
Table 5 Perceived Stress Questionnaire (PSQ)	21
Table 6 Score Interval Categories of Perceived Stress Questionnaire (PSQ)	23
Table 7 Generalized Anxiety Disorder (GAD-7) Questionnaire.....	23
Table 8 Score Interval Categories for Generalized Anxiety Disorder (GAD-7).....	24
Table 9 Written Interview	27
Table 10 Brief COPE Questionnaire	28
Table 11 Scale Categories of Brief COPE Questionnaire.....	30
Table 12 Students' Total Score of PSQ and GAD-7 Questionnaires	39
Table 13 Representatives' Score on PSQ and GAD-7.....	40

LIST OF FIGURES

Figure 1	46
Figure 2	46
Figure 3	47
Figure 4	47
Figure 5	48
Figure 6	48
Figure 7	49
Figure 8	49
Figure 9	50
Figure 10	50
Figure 11	51
Figure 12	51
Figure 13	52
Figure 14	52
Figure 15	53
Figure 16	53
Figure 17	54
Figure 18	54
Figure 19	55
Figure 20	55
Figure 21	56
Figure 22	56
Figure 23	57
Figure 24	57

Figure 25	58
Figure 26	58
Figure 27	59
Figure 28	59

LIST OF APPENDICES

Appendix A Surat Usul Judul.....	81
Appendix B SK Pembimbing Skripsi	83
Appendix C Surat Izin Penelitian	85
Appendix D Perceived Stress Questionnaire.....	86
Appendix E Generalized Anxiety Disorder Questionnaire	88
Appendix F PSQ and GAD-7 Questionnaires' Score	89
Appendix G Written Interview	91
Appendix H Written Interview's Responses	93
Appendix I Brief COPE Questionnaire.....	101
Appendix J Brief COPE Questionnaire's Responses	103

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ABSTRACT

Many students struggled with anxiety due to COVID-19. They are facing twice the amount of stress they were dealing before the pandemic. This kind of environment can be abusive for their growth, and might affect their mental health. The purpose of this study is to identify coping strategies used by seventh semester English Education students of Sriwijaya University in the new-normal era. The sampling technique used is multi-stage purposeful, so there are two stages of data collection. On the first stage, the data were collected using two questionnaires, the Perceived Stress Questionnaire (PSQ) which is already validated by the developers, and the Generalized Anxiety Disorder (GAD-7) which is adapted due to a change in the statement so it was revalidated by two validators from Sriwijaya University, with the total of 73 respondents. In the second stage, the data were collected using an interview made by the writer so it was validated by two validators from Sriwijaya University, and a ready-made Brief COPE Questionnaire, with the total of 8 representatives. The result showed that the students experience stress and anxiety in the new-normal, and have different coping strategies though they are categorized as similar coping style.

Keywords: *Stress, Anxiety, Coping, COVID-19 pandemic, New-normal.*

A thesis by an English Education Study Program Student, Faculty of Teacher Training and Education, Sriwijaya University.

Name : Dita Anindyah Kinanti Utami
NIM : 06011281621029

Certified by
Head of English Education Study Program,


Eryansyah, M. A., Ph. D.
NIP 196907181995121001

Approved by
Advisor,


Dra. Nuraida, M. Pd.
NIP 196205051988032004

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**CHAPTER I
INTRODUCTION**

This chapter presents: (1) background of the study, (2) the problems of the study, (3) the objectives of the study, and (4) the significance of the study.

1.1 Background of the Study

In the year of 2020, the world was struck by a virus called Coronavirus that has been alerted as a pandemic issue worldwide. It was a terrible year, if not traumatic, for many. A lot of sectors faced restrictions; economy, tourism, social, culture, healthcare, as well as education. In the economy sectors, reported by Jones et al. (2020) for BBC News, a majority of individuals found their earnings decrease or, more significantly, lost their current employment. Numerous occupations that were formerly employed by various groups comprising individuals to meet their needs on a regular basis have been forced to close or become prohibited because there has been restricted area for mobility due to the pandemic (Ramadani et al., 2022). Cases of unemployment escalated drastically (Jones et al., 2020).

Not so much convenience is also shown in the tourism sector. Governments all across the world imposed lockdowns to stop the coronavirus from spreading. The worst negatively impacted by social distancing tactics are industries that rely on physical locations, as such in the performing arts, live music, festivals, and the film industry (Organisation for Economic Co-operation and Development, 2020).

Additionally, the pandemic increased the potential of workplace exposure to a newly developed, rapidly spreading illness for healthcare professionals (World Health Organization, 2021). Cheng et al. (2021) describe the COVID-19 pandemic as “an unprecedented health crisis in terms of the scope of its impact on well-being.” In addition to that, Cheng et al. (2021) also suggest that it affected both adults and children’s mental health.

Education sector faced restrictions when schools were obliged to close, following nationwide regulations by the governments (AlAzzam et al., 2021). It means that students

and teachers had to perform teaching and learning activities from home using the internet, or often times called e-learning.

Fortunately, the COVID-19 pandemic has raised attention to the issue of the digital divide and digital illiteracy (Ayon, 2021). Correspondingly, alternative approaches to education became increasingly widespread. Open educational resources (OER) are utilized in conjunction with digital learning resources (DLR). Learning from home has altered the roles and duties of instructors, students, and parents. The introduction of a new normal due to the pandemic presents a chance for implementing digital learning (Dhawan, 2020). In addition to that, research reveals that, in order to fulfill their professional obligations, teachers now feel compelled to learn technology and explore techniques of implementing it into their teaching (Lie, 2020). This is a change from the past when they were reluctant to use technology.

In the new normal, where e-learning is implemented, both teachers and students are expected to use technology such as mobile phones, computers, laptops, as well as the internet. Challenges become apparent with the use of more advanced technology. These difficulties include those related to accessibility, affordability, flexibility, learning methodology, lifelong learning, and educational policy (Murgatrottd, 2020). Furthermore, AlAzzam et al. (2021) noted that this has made it increasingly challenging and often too difficult for students to attend classes on a regular basis and carry out their daily activities.

Another research found that e-learning increases academic stress on students during the pandemic, since educators give twice as many assignments to students (Samudra & Matulesy, 2021). It is particularly challenging for those who lack the facilities and internet access to deal with their educational requirements (AlAzzam et al., 2021), due to the fact that internet connection might occasionally be unreliable in certain locations (Samudra & Matulesy, 2021).

Other than that, students' mental health and well-being are still recurring concerns. A study by Son et al. (2020) has shown that stress and anxiety are still prevalent among young adults. Numerous cases of stress, depression, and anxiety among students have been disclosed (Molano, 2021). Institutions and colleges throughout the world will inevitably encounter unanticipated obstacles as students exhibit indications of stress and anxiety (Camacho-Zuñiga et al., 2021).

In the United States, it has been reported that the majority of the students noticed that their stress level is increasing (Son et al., 2020). This particular sort of conditions can be harmful to their development and may have immediate or long-term consequences for

their mental health (Javed et al., 2020). According to Praghlapati (2020), COVID-19 caused anxiety in roughly 24.9% of pupils. Reported by the Annual Report of the Center for Collegiate Mental Health (2020), 62.7% out of 82,685 respondents mentioned that anxiety is a prevalent issue among students, and it remains so to this day. Furthermore, pupils are under twice as much stress as they were before the COVID-19 outbreak (Molano, 2021). Both of these issues can have a significant impact on students' health as well as their academic achievement, as stated by Campbell et al. (1992).

A global survey of 1653 respondents across 63 countries indicated that stress and anxiety were high despite the number of COVID-19 cases, and that age was a mediator between pandemic stress and anxiety, indicating that younger individuals were more likely to be subjected to stress (Varma et al., 2020). A corresponding study of 1297 participants during the COVID-19 quarantine found that anxiety was very common among French university students (Vigouroux et al., 2021).

Another study conducted in Ecuador found that social isolation has a significant impact on public mental health, although students generally feel more anxious than non-students (Mautong et al., 2021). A similar issue was discovered among Indonesian, Taiwanese, and Thai university students in a comparative research conducted by Pramukti et al. (2020), showing that Thai students displaying the greatest levels of anxiety.

What do students do, then, to handle these issues? To manage with these problems, they create some kind of coping mechanism. According to Algorani and Gupta (2021), coping mechanism is an idea, concept, and/or action used to manage stress-inducing events both internally and externally. It is an adaptive and reflexive response to minimize stress. They also create some kind of coping strategy. Several strategies can be utilized to deal with stress and anxiety (Zaromb et al., 2012). As reported by Aina and Wijayati (2019), some students (52.6%) find spiritual relief through praying and meditating while facing and attempting to live with reality.

Zimmer-Gembeck & Skinner (2016) divided coping strategies into two broad categories: (1) problem-focused and emotion-focused, as well as approach and avoidance coping, and (2) active coping. As defined by Zimmer-Gembeck and Skinner (2016), problem-focused coping, also known as approach coping, is a tactic used to "modify or directly confront stressful events." It concentrates on problem resolution and immediate action of each individual. Emotion-focused coping, also known as avoidance coping, is a response or reaction to stress. It may appear as social disengagement, distraction, or emotional venting.

Furthermore, Zimmer-Gembeck & Skinner (2016) stated that children and adolescents are more adept with active coping. It is a condition where they hold a certain control over themselves, such as performing school-related responsibilities. When a situation is no longer under control, for example when family conflict or medical treatments happen, it may result in major mental health problems for the individual.

Another study by Rothbaum et al. (1982) expresses that there are different types of coping, such as primary and secondary control coping. According to Rothbaum et al. (1982), primary control coping is the effort to turn stress into a process of problem-solving, whereas secondary control coping is the recognition of stress, a condition in which the individual allows themselves to endure it rather than resisting it. While utilizing the secondary control coping strategy, the individual will embrace the stress and focus on the positive as a diversion (Connor-Smith et al., 2000). Although the topic has been identified as a research priority, the effect of depression and anxiety, as well as the factors that contribute to these issues, have not been thoroughly investigated (AlAzzam et al., 2021).

1.2 Problems of the Study

Based on the background of this study, the problems that need to be solved are as follows:

- a. What is the difference in the seventh semester English Education students' learning strategy when learning English during COVID-19 and new-normal?
- b. What are the seventh semester English Education students' coping strategies when dealing with stressful and anxiety-inducing situations while learning English in the new-normal environment?

1.3 Objectives of the Study

Based on the problems above, the objectives of this study would be:

- a. To have an idea of differences in the seventh semester English Education students' learning strategy when learning English during COVID-19 and new-normal;
- b. To find out about seventh semester English Education students' coping strategies when dealing with stressful and anxiety-inducing situations while learning English in the new-normal environment.

1.4 Significance of the Study

The writer hopes that this study provides useful information of students' coping mechanisms in the new-normal. The writer also hopes that other researchers conduct further study about students' coping mechanism in general as it is important to know what causes stress and anxiety to university students in the new-normal. By having even the slightest idea of that, hopefully we can all help create a better learning environment for them, and possibly aid them in seeking professional help.

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