CORRELATION AMONG STUDENTS' SPEAKING LEARNING PROCESS PRESSURE, SOCIAL SUPPORT, AND THEIR ACADEMIC STRESS AT THE FOURTH SEMESTER OF THE ENGLISH DEPARTMENT OF STATE ISLAMIC INSTITUTE OF KERINCI ACADEMIC YEAR 2024/2025

THESIS

BY

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NIM : 2010203042

STATE ISLAMIC INSTITUTE OF KERINCI
FACULTY OF EDUCATION AND TEACHER TRAINING
ENGLISH EDUCATION PROGRAM
ACADEMIC YEAR 2026 M/1447 H

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A THESIS

Submitted as a Partial Fulfillments of The Requirements For Undergraduate Degree at English Education Program in Faculty of Education and Teacher Tarining State Islamic Institute of Kerinci

BY

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ENGLISH EDUCATION PROGRAM
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ACADEMIC YEAR 2026 M/1447 H

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LECTURERS OF IAIN KERINCI

Sungai Penuh,

To :

The Rector of IAIN Kerinci

At -

Sungai Penuh

OFFICIAL NOTE

Assalamu'alaikum Warrahmatullahi Wabarakatuh

After guiding, analyzing, briefing, and correcting, the writing of Ahmad Zaki thesis (the student's number is 2010203042) entitled: **"Correlation Among Students' Speaking Learning Process Pressure, Social Support, and their Academic Stress at the Fourth Semester of the English Department of State Islamic Institute of Kerinci Academic Year 2024/2025",** we are of the opinion that thesis has met the qualification as one partial fulfilment of the requirements for undergraduate degree of English Education Department in Faculty of Teacher Training at State Islamic Institute of Kerinci.

Thus, we proceed this thesis to the faculty for immediate administrative process for the final examination.

Wassalamu'alaikum Warrahmatullahi Wabarakatuh

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CERTIFICATE OF ORIGINALITY

The researcher hereby declares that thesis entitled **"Correlation Among Students' Speaking Learning Process Pressure, Social Support, and their Academic Stress at the Fourth Semester of the English Department of State Islamic Institute of Kerinci Academic Year 2024/2025"** is the researcher own work and that, to the best of the researcher knowledge and belief, it contains no material previously published or written by another person, or material which to a substantial extent has been accepted for the ward of any other educational instutions, except where due acknowledgement is made in this thesis. Any contribution made to the researcher by others, with whom the researcher has worked at State Islamic Institute of Kerinci or elsewhere is fully acknowledged.

The researcher also declares that the intellectual content of this thesis is the product of the researcher own work, except to the extent that assistance from others in the project's design and conception or style, presentation, and linguistic expression is acknowledged.

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APPROVAL AND ACCEPTANCE

This thesis which entitled of **"Correlation Among Students' Speaking Learning Process Pressure, Social Support, and their Academic Stress at the Fourth Semester of the English Department of state Islamic Institute of Kerinci Academic Year 2024/2025"** by **Ahmad Zaki** with students' number **2010203042** has been examined in the viva voce help by Faculty of Education and Teacher Training at State Islamic Institute of Kerinci on 2024 This thesis is submitted as a partial fulfillment of the requirements for undergraduate Degree at English Education Program Faculty of Education and Teacher Training State Islamic Institute of Kerinci.

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Abstract

Ahmad Zaki, 2025 : **CORRELATION AMONG STUDENTS' SPEAKING LEARNING PROCESS PRESSURE, SOCIAL SUPPORT, AND THEIR ACADEMIC STRESS AT THE FOURTH SEMESTER OF THE ENGLISH DEPARTMENT OF STATE ISLAMIC INSTITUTE OF KERINCI ACADEMIC YEAR 2024/2025**

Advisor : 1. Dr. Daflizar, S.Pd., MA
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Academic stress is a common phenomenon among university students, especially those who study foreign languages where speaking demands create additional psychological pressure. This study aims to investigate the correlation between speaking learning process pressure, social support, and academic stress among fourth-semester students of the English Department at the Institut Agama Islam Negeri Kerinci in the academic year 2024/2025. This study uses a descriptive quantitative approach with a correlational research design. The study uses total sampling, so all 20 students from two classes become the research sample. The data are collected using three adapted questionnaires. The statistical analysis includes validity, reliability, normality, heteroscedasticity, multicollinearity tests, and Pearson product-moment correlation analysis using SPSS 24.0. The validity test shows that all items are valid, with r-count values higher than the r-table (0.444). The Cronbach's Alpha values for each variable are 0.831, 0.873, and 0.897. The findings show a strong positive correlation between speaking learning process pressure and academic stress ($r = 0.687$, $p = 0.001$), which explains 47.2% of the variance. Social support shows a strong negative correlation with academic stress ($r = -0.624$, $p = 0.003$), explaining 38.9% of the variance. The multiple correlation analysis shows a significant relationship ($R = 0.779$, $p < 0.001$) with the regression equation $Y = 47.328 + 0.542X_1 - 0.394X_2$, which explains 60.7% of the variance in academic stress.

Keywords: speaking learning process pressure, social support, academic stress, English language learning, correlation research

ABSTRAK

Ahmad Zaki, 2025	:	**KORELASI ANTARA TEKANAN PROSES PEMBELAJARAN BERBICARA, DUKUNGAN SOSIAL, DAN STRES AKADEMIK PADA MAHASISWA SEMESTER EMPAT JURUSAN BAHASA INGGRIS INSTITUT AGAMA ISLAM KERINCI TAHUN AJARAN 2024/2025**
Advisor	:	1. Dr. Daflizar, S.Pd., MA 2. Herayati ,.M.Pd

Stres akademik merupakan fenomena yang umum terjadi di kalangan mahasiswa perguruan tinggi, terutama mereka yang belajar bahasa asing di mana tuntutan berbicara menciptakan beban psikologis tambahan. Tujuan penelitian ini adalah untuk menyelidiki korelasi antara tekanan proses pembelajaran berbicara, dukungan sosial, dan stres akademik pada mahasiswa semester empat Jurusan Bahasa Inggris Institut Agama Islam Negeri Kerinci (IAIN Kerinci) tahun akademik 2024/2025. Penelitian ini menggunakan pendekatan deskriptif kuantitatif dengan desain penelitian korelasional. Teknik total sampling digunakan sehingga seluruh 20 mahasiswa dari dua kelas menjadi sampel penelitian. Data dikumpulkan menggunakan tiga kuesioner yang diadaptasi. Analisis statistik meliputi uji validitas, reliabilitas, normalitas, heteroskedastisitas, multikolinearitas, dan analisis korelasi Pearson product-moment menggunakan SPSS 24.0. Hasil uji validitas menunjukkan bahwa semua item valid dengan nilai r-hitung melebihi r-tabel (0,444). Nilai Cronbach's Alpha masing-masing variabel adalah 0,831, 0,873, dan 0,897. Temuan menunjukkan korelasi positif yang kuat antara tekanan proses pembelajaran berbicara dan stres akademik ($r = 0,687$, $p = 0,001$) yang menjelaskan 47,2% varians. Dukungan sosial menunjukkan korelasi negatif yang kuat dengan stres akademik ($r = -0,624$, $p = 0,003$), menjelaskan 38,9% varians. Analisis korelasi berganda menunjukkan hubungan signifikan ($R = 0,779$, $p < 0,001$) dengan persamaan regresi $Y = 47,328 + 0,542X_1 - 0,394X_2$ yang menjelaskan 60,7% varians stres akademik.

Kata kunci: tekanan proses belajar berbicara, dukungan sosial, stres akademik, pembelajaran bahasa Inggris, studi korelasi

DEDICATION AND MOTTO

I dedicate this thesis to:

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who have always given me love, support, and prayers, which have been the foundation of my success.The spirit you have instilled in me has given me the strength to keep going, even when the path I took seemed impossible

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MOTO

ٱقْرَأْ بِٱسْمِ رَبِّكَ ٱلَّذِى خَلَقَ خَلَقَ ٱلْإِنسَٰنَ مِنْ عَلَقٍ ٱقْرَأْ وَرَبُّكَ ٱلْأَكْرَمُ ٱلَّذِى عَلَّمَ بِٱلْقَلَمِ عَلَّمَ ٱلْإِنسَٰنَ مَا لَمْ يَعْلَمْ

“Read in the name of your Lord who created. He created man from a clinging substance. Read, and your Lord is the Most Generous—Who taught by the pen—Taught man that which he knew not.” (Qur’an, Surah Al-‘Alaq: 96)

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Praise be to Allah SWT. Who has given mercies and blessing, so the researcher could finish this thesis as one of partial fulfillment of requirements for undergraduate degree of English Education Program in Faculty of Education And Teacher Training at State Islamic Institute of Kerinci. Sholawat and greetings are hopefully given to the greatest hero in the world is our beloved prophet Muhammad SAW. Who has guide the humans from the darkness to the brightness namely Islam religion with Al-Qur'an as the foundation of the life.

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Sungai Penuh,

The Researcher

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CHAPTER I
INTRODUCTION

A. Background of the Problem

In the era of globalization, the ability to communicate in English has become one of the most essential competencies demanded by the international job market, making English language education in higher institutions a matter of significant importance. University students today are placed under tremendous expectations not only to master academic content but also to develop the communicative and professional skills necessary to compete in an increasingly interconnected world. According to Deng et al. (2022), achieving academic success requires not only subject matter expertise but also the development of soft skills and technological adaptability. Lee et al. (2020) further emphasized that higher education institutions bear the responsibility of preparing students for a competitive global workforce while simultaneously safeguarding their mental well-being. This dual demand creates a complex situation in which students must pursue academic excellence without sacrificing their personal and psychological development.

Within this broader context, academic stress has emerged as a pressing concern in higher education worldwide. Research by Elomaa et al. (2023) indicates that anxiety disorders, sleep disturbances, and declining learning motivation have become increasingly prevalent among university students. Ursin et al. (2021) found that sustained academic burdens significantly impair students' mental health and academic performance. Academic stress, as defined

by Iurea (2018), refers to a condition in which students' academic performance falls short of their own capacities due to excessive psychological and physical strain. Studies by Harahap (2020) demonstrated that adequate social support can function as a buffer against academic stress, highlighting the interrelated nature of these variables in educational contexts.

In the context of English language education specifically, students face a distinctive and compounded form of pressure. The challenge is not merely academic but also linguistic and psychological, as students must simultaneously demonstrate language proficiency while managing academic workloads. According to Alsubaie et al. (2019), speaking learning process pressure includes deadline constraints, performance expectations, and adaptation to diverse teaching methodologies. Cohen and McKay (2020) further explained that this pressure intensifies in language learning environments, where students are required to demonstrate both linguistic competence and academic achievement at the same time. The concept of linguistic competence itself, as understood in applied linguistics, refers to the internalized knowledge of language rules including grammar, vocabulary, phonology, and syntax that enables a speaker to produce and understand utterances appropriately. When students lack confidence in this area, anxiety during speaking tasks becomes particularly acute.

Social support plays an equally critical role in students' ability to navigate these academic challenges. Islami (2022) defined social support as the network of assistance and encouragement provided by family, peers, and

educators that helps students cope with academic demands. Sarason et al. (1983) described social support as the existence or availability of others — including friends, family, and teachers — upon whom individuals can depend for assistance when needed. This support may take the form of tangible aid, emotional encouragement, informational guidance, or interpersonal companionship, all of which contribute to psychological resilience.

In order to gain preliminary insight into the conditions at the research site, the researcher conducted a pre-research observation and distributed a preliminary questionnaire to 20 fourth-semester students of the English Department at IAIN Kerinci during the 2024/2025 academic year. The questionnaire consisted of structured items addressing three dimensions: speaking learning process pressure, social support, and academic stress. The complete pre-research questionnaire instrument and raw data are provided in the Appendix of this thesis (see Appendix I: Pre-Research Questionnaire and Appendix II: Pre-Research Data Tabulation).

The pre-research results revealed that 7 out of 20 students (35%) reported experiencing significant academic stress. These students indicated that they frequently felt anxious during speaking presentations, had difficulty managing assignment deadlines, and were concerned about meeting language proficiency standards. Many described feeling overwhelmed by the dual challenge of mastering academic subject matter while simultaneously improving their English speaking skills. Physical symptoms such as headaches, sleep disturbances, and decreased appetite were also commonly reported,

consistent with indicators of academic stress described in the literature (Tasalim & Cahyani, 2021).

Furthermore, the pre-research data showed that 7 out of 20 students (35%) reported experiencing substantial pressure specifically related to the speaking learning process. These students expressed difficulty coping with the intensive requirements of language learning, including regular speaking assessments, extensive writing tasks, and frequent oral examinations. The pressure was particularly pronounced in advanced language practice courses, where students must demonstrate not only linguistic fluency but also critical thinking skills expressed in English. Many students voiced concern about sustaining academic performance while adapting to increasingly demanding language tasks.

Regarding social support, the pre-research findings indicated that only 6 out of 20 students (30%) felt they received adequate and consistent support from their surrounding environment. Students reported varied experiences: some felt academically isolated due to the competitive atmosphere of English language learning, while others emphasized the value of peer study groups and support from close friends. Several students noted that communication barriers with academic advisors, compounded by limited access to counseling services, further reduced their sense of supported belonging within the institution. These preliminary findings point to a need for more structured and accessible support systems within the academic environment at IAIN Kerinci.

Previous research by Ameliya (2020) identified significant correlations between social support and academic stress but did not specifically address the unique pressures associated with English language speaking performance in an Islamic higher education setting. Similarly, Lee et al. (2020) explored learning pressure in language departments but focused primarily on urban universities in developed countries, leaving a gap in the understanding of similar phenomena in Indonesian Islamic tertiary education contexts.

The research gap addressed by this study lies in the limited scholarly attention given to the intersection of speaking learning process pressure, social support, and academic stress within the specific context of Indonesian Islamic higher education institutions, particularly in English language programs at the regional level. The novelty of this research lies in its examination of these three interrelated variables within the unique socio-cultural and religious context of IAIN Kerinci, an Islamic state institute in Kerinci, West Sumatra, where students navigate not only the academic demands of English language education but also the expectations associated with their identity as students of an Islamic educational institution. This dual context creates a distinctive set of stressors that has not been adequately explored in existing literature.

Based on the considerations described above, the researcher considers it important to conduct a systematic and empirical investigation into the correlations among speaking learning process pressure, social support, and academic stress. Understanding these correlations is expected to inform the development of more effective support systems, teaching strategies, and stress

management programs that are sensitive to both the academic demands and the cultural context of English Department students in Islamic higher education. Therefore, this research is entitled **"Correlation Among Students' Speaking Learning Process Pressure, Social Support, and Their Academic Stress at the Fourth Semester of the English Department of State Islamic Institute of Kerinci Academic Year 2024/2025."**

B. Identification of the Problem

Based on the background described above, the researcher identifies the following problems in this research:

1. A number of students in the English Department at IAIN Kerinci are experiencing significant speaking learning process pressure alongside elevated academic stress. These students encounter complex academic tasks, tight assignment deadlines, and high language proficiency standards that place considerable cognitive and emotional demands on them, making it difficult to maintain consistent academic performance.
2. Students in the English Department at IAIN Kerinci appear to lack sufficient social support in their academic lives. The support they receive from family members, friends, and fellow students is often limited and sometimes hampered by communication barriers with academic advisors, leaving many students without adequate emotional, instrumental, or informational assistance during critical academic periods.
3. There is a pressing need to understand the correlation among speaking learning process pressure, social support, and academic stress among these

students. When academic pressure is high and social support is insufficient, students face a substantially increased risk of stress-related problems that can interfere with both their learning and their overall well-being.

C. Limitation of the Problem

This research focuses on exploring the correlation among speaking learning process pressure, social support, and academic stress. The subjects are limited to fourth-semester students in the English Department at IAIN Kerinci, with the research conducted during the academic year 2024/2025. The research examines three main variables: speaking learning process pressure as the first independent variable (X_1), social support as the second independent variable (X_2), and academic stress as the dependent variable (Y).

D. Research Questions

Based on the limitations stated above, the researcher formulates the following research questions:

1. Is there any significant correlation between students' speaking learning process pressure and their academic stress among fourth-semester students of the English Department of IAIN Kerinci?
2. Is there any significant correlation between students' social support and their academic stress among fourth-semester students of the English Department of IAIN Kerinci?

3. Is there any significant correlation among students' speaking learning process pressure, social support, and academic stress among fourth-semester students of the English Department of IAIN Kerinci?

E. Purpose of the Research

Based on the research questions above, the purposes of this research are:

1. To determine whether there is a significant correlation between students' speaking learning process pressure and their academic stress among fourth-semester students of the English Department of IAIN Kerinci.
2. To determine whether there is a significant correlation between students' social support and their academic stress among fourth-semester students of the English Department of IAIN Kerinci.
3. To determine whether there is a significant correlation among students' speaking learning process pressure, social support, and academic stress among fourth-semester students of the English Department of IAIN Kerinci.

F. Significances of the Research

The results of this research are expected to provide benefits to:

1. Researchers: The findings contribute to the scholarly understanding of the correlation among speaking learning process pressure, social support, and academic stress in the context of Indonesian Islamic higher education, and serve as a reference for future research in related fields.
2. Students: Through increased awareness of the factors that contribute to academic stress, students may benefit from enhanced knowledge and

skills in managing their own stress, which can lead to improved academic performance, greater self-confidence in speaking, and better overall well-being.

3. Lecturers: The findings provide lecturers with deeper insight into the variables that contribute to student stress. This understanding can inform the development of more supportive teaching strategies, more balanced assessment methods, and curriculum designs that better accommodate students' psychological needs alongside their academic development.

G. Definitions of Key Terms

To ensure clarity and consistency in the use of key concepts throughout this research, the following operational definitions are provided:

1. Correlation.

   In this research, correlation refers to the statistical relationship or mutual connection among variables, specifically measuring the degree and direction of the relationship among speaking learning process pressure, social support, and academic stress among English Department students at IAIN Kerinci. A correlation coefficient indicates the strength and direction of this relationship (Ghozali, 2020).

2. Speaking Learning Process Pressure.

   Speaking learning process pressure is defined as the cumulative academic demands, challenges, and psychological burdens experienced by students as they engage in the process of learning to speak in English within an

academic context. This includes anxiety related to oral performance, pressure from academic workload, and difficulties in understanding complex linguistic material (Henderson & Roberts, 2023; Simbolon, 2019).

3. Social Support.

   Social support is defined as the comfort, care, assistance, and encouragement provided to individuals by others — including family members, peers, lecturers, and the broader community — that helps them cope with stress and academic challenges. This support takes the form of emotional, instrumental, informational, and friendship-based assistance (Sarafino & Smith, 2011; Swarjana & Skm, 2022).

4. Academic Stress.

   Academic stress refers to the psychological and physiological responses experienced by students when academic demands exceed their perceived capacity to cope. It manifests in physical, psychological, behavioral, cognitive, and emotional dimensions and is typically triggered by factors such as examination pressure, assignment deadlines, and performance expectations (Pratama & Tus, 2020; Robotham, 2023).

H. Hypothesis

Based on the research title "The Correlation Among Speaking learning process pressure, Social Support And Academic Stress At English Students Of IAIN Kerinci academic year 2023/2024," here are three hypotheses in English:

H_{01}	There is no correlation between speaking learning process pressure and academic stress among English students at the State Islamic Institute of Kerinci.
Ha1	There is a correlation between speaking learning process pressure and academic stress among English students at the State Islamic Institute of Kerinci.
H02	There is no correlation between social support and academic stress among English students at the State Islamic Institute of Kerinci.
Ha2	There is a correlation between social support and academic stress among English students at the State Islamic Institute of Kerinci.
H03	There is no correlation among speaking learning process pressure, social support, and academic stress among English students at the State Islamic Institute of Kerinci.
Ha3	There is a correlation among speaking learning process pressure, social support, and academic stress among English students at the State Islamic Institute of Kerinci.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Academic Stress

a. Definition of Academic Stress

Academic stress is a complex psychological phenomenon that occurs when students face various academic demands that exceed their ability to cope. According to Pratama and Tus. (2020) academic stress manifests as a condition where students have mental and emotional pressure due to academic demands, performance expectations, and the learning environment. This type of stress causes various physical, emotional, and behavioral symptoms that potentially disrupt academic performance and students' overall well-being in daily academic life.

The multidimensional nature of academic stress includes several key components that interact within the educational environment. research by Nayak. (2019) showed that academic stress arises from the interaction between external pressures (such as exam schedules, assignment deadlines, and grade expectations) and internal factors (including self-expectations, fear of failure, and perceived academic competence). These stressors activate physiological and psychological responses that can motivate students to perform better or, if excessive, impair their cognitive function and learning ability. Tasalim and Cahyani. (2021) indicated, prolonged

academic stress results in decreased concentration, memory problems, reduced motivation, and lower academic achievement.

The theoretical understanding of academic stress continues to develop through various research perspectives. Kristensen et al. (2023) proposed an integrative model that states academic stress develops through a cognitive appraisal process where students evaluate academic demands against their perceived resources and coping abilities. This model shows that when students perceive a mismatch between these factors, they have stress responses ranging from mild anxiety to severe psychological distress. This understanding aligns with empirical findings by Chee et al. (2019), which indicate that students' interpretations of academic challenges significantly affect their stress levels and subsequent academic performance.

Based on the theoretical framework presented above, academic stress represents a significant challenge in the educational environment that requires careful attention and management. The literature reveals that academic stress is not merely a response to external pressures but a complex interaction between environmental demands, individual perceptions, and coping resources. Understanding this dynamic is crucial for developing effective interventions and support systems for students experiencing academic stress.

b. Some Factors Influencing of Academic Stress

According to Tasalim and Cahyani (2021) there are several key indicators of academic stress that manifest in students' daily academic lives. These indicators serve as important markers to identify and assess the level of academic stress:

1) Physical

Headaches and muscle tension occur frequently as the body's response to academic pressure. Sleep disturbances manifest as insomnia or excessive sleep patterns. Appetite changes result in increased or decreased food consumption. Physical fatigue develops even with sufficient rest (de la Fuente et al., 2020)

2) Psychological

Anxiety arises, especially before exams or critical deadlines. Symptoms of depression appear during high-pressure academic periods. Difficulty concentrating affects learning efficiency. Constant worry about academic performance persists over time (Mahapatra & Sharma, 2021)

3) Behavioral

Procrastination becomes more frequent despite approaching deadlines. Withdrawal from social life increases as academic demands rise. Changes in research habits occur, often becoming excessive or neglectful. Increased irritability impacts interactions with peers and faculty members (Nayak, 2019)

4) Cognitive

Memory problems disrupt learning and recall. Difficulty in decision-making affects academic choices. Reduced problem-solving ability impacts academic achievements (Green et al., 2022)

5) Emotional

Feelings of being overwhelmed dominate daily academic haves. Emotional exhaustion affects motivation levels. Mood swings become more frequent during periods of academic pressure

The indicators of academic stress provide a comprehensive framework for understanding how stress manifests in various aspects of students' lives. These indicators show that academic stress is not merely an educational challenge but a multifaceted phenomenon that affects the physical, psychological, behavioral, cognitive, and emotional well-being of students. Understanding these indicators proves essential for educators, counselors, and educational institutions to develop effective stress management interventions and support systems for students.

2. Speaking Learning Process Pressure

a. Definition of Speaking Learning Process Pressure

Pressure in the learning process often arises from various factors, including a heavy curriculum load, high expectations from teachers and parents, and competition among students. (Swarjana & Skm, 2022) learning pressure can affect students' mental health, leading to a decline in academic performance. Pradita and Jayanti (2021) adds that this pressure also stems

from a lack of sufficient rest time, which increases stress levels among students.

Additionally, Bender et al. (2019) found that an unsupportive learning environment can exacerbate the pressure haved by students. In conclusion, pressure in the learning process is a result of a combination of academic workload, social expectations, and unsupportive environmental conditions, all of which can negatively impact students.

Learning pressure can also be caused by teaching methods that do not align with students' needs. According to Huang et al. (2020) teaching methods that focus too much on academic achievement without considering cognitive and emotional aspects can increase learning pressure.

This aligns with Herlambang (2022) findings, which showed that rigid and inflexible teaching approaches add to students' mental burden. Qonita et al. (2021) emphasized the importance of implementing adaptive teaching methods to reduce pressure and enhance student engagement in the learning process. In conclusion, teaching methods that are not adaptive to students' needs can increase pressure in the learning process, making it essential to implement more flexible and holistic teaching strategies.

The effects of pressure in the learning process can have long-term consequences, including on students' emotional and psychological development. According to Harahap (2023), continuous pressure in learning can lead to psychological issues such as anxiety and depression. Fitriani (2022) notes that students who have high pressure tend to show signs of

burnout, which affects their motivation to learn and overall well-being. Ameliya (2020) stated that early intervention and psychological support are crucial to addressing these negative impacts.

According to Simbolon (2019) the pressure of the learning process manifests as cumulative stress and pressure haved by students throughout their educational journey, encompassing various aspects such as cognitive load, time management demands, and performance expectations. This pressure arises from the complex interaction between institutional requirements, pedagogical approaches, and individual learning abilities.

Based on the above definitions, pressure in the learning process not only affects academic achievement but also students' mental and emotional health, which requires special attention and support to reduce its negative effects.

b. Some Factors Influence of Speaking learning process pressure

According to Parapat et al. (2022) the pressure of the learning process manifests through several key indicators that reflect various dimensions of academic stress and tension. The indicators of the speaking learning process pressure are as follows:

1) **Anxiety in Speaking English**

One of the common indicators of pressure haved by English major students is anxiety in speaking English, especially in public. Students often feel anxious due to fear of making mistakes in pronunciation or grammar, which affects their confidence. This anxiety can hinder their

ability to actively participate in class discussions and presentations, which are important parts of learning in the English department. (Tasalim & Cahyani, 2021)

2) **Pressure from Academic**

Demands High academic demands, such as writing essays, analyzing literature, and conducting language research, can be a significant source of pressure for students. States that English major students often struggle to balance these tasks with exam preparation and final projects. This pressure can lead to mental and physical exhaustion, negatively impacting academic performance and student well-being (Qonita et al., 2021)

3) **Difficulty in Understanding Complex Material**

English major students also often face pressure from the difficulty in understanding complex material, such as linguistic theory, English literature, and cultural analysis. The complexity of the material taught can make students feel overwhelmed and unable to keep up with lectures. This difficulty is often compounded by high expectations from lecturers and competition among students, which can lower motivation to learn and increase academic pressure (Firna et al.,2024)

3. Social Support

a. Definition of Social Support

According to Swarjana and Skm (2022) social support is a source of information or reciprocal response from others who have emotional closeness and a close correlation. Students expect high hopes from their environment, which they get from the people around them, one of whom is their peers. Peers are defined as individuals who are at the same age or maturity level

Social support refers to the assistance received by individuals from their social networks, including family, friends, coworkers, or communities. This support can take the form of emotional, instrumental, informational, or esteem-based help, aimed at assisting individuals in coping with stress or life challenges. According to Moudatsou et al. (2020) social support serves as a resource that meets both emotional and practical needs. This support not only influences psychological well-being but also contributes to physical health by alleviating stress.

Numerous studies highlight the crucial role of social support in helping individuals cope with life's challenges. Li et al. (2021) in their buffering model, suggest that social support acts as a shield against the harmful effects of stress. In educational contexts, social support can boost motivation and academic performance by providing emotional support from family and peers, and informational support from mentors or teachers.

According to Grey et al. (2020) peers are a source of affection, understanding, sympathy, and moral demands, serving as a place to experiment and a means of achieving independence and family autonomy. According to Xiao et al. (2020) social support from peers is instrumental, informational, and emotional help that makes individuals feel more valued and cared for. This aligns with Rahmawan's (2010) opinion that peer social support can create a sense of meaning in individuals.

According to Uchino Saltzman et al. (2020) social support is the comfort, care, emotional support, or assistance available from one person to another or a group. Support comes from various sources such as a spouse, family, friends, doctors, or community organizations. People who receive social support believe they are loved, valued, and part of a social network like family or community organizations that can help when needed. Therefore, social support can be defined as actions performed by others or referred to as receiving support.

Social support is a vital element of individual well-being, functioning as an adaptive mechanism in response to stress and challenges. Effective social support not only impacts psychological health but also contributes to an individual's performance across various life domains, including education and work. A deeper understanding of social support can help in designing interventions that assist individuals in managing stress and improving their quality of life

b. Some Factors Influence of Social Support

According to Pradita and Jayanti (2021) social support manifests through four key indicators that reflect various aspects of interpersonal assistance and support:

1) Emotional

Emotional support involves providing empathy, care, and trust to others, especially during difficult times. It includes expressing concern in times of hardship, listening and understanding actively, and offering comfort and safety (Cohen & McKay (2020). This type of support helps individuals feel understood and valued, particularly when facing stress or emotional challenges.

2) Instrumental

Instrumental support is the provision of tangible help or services during times of need. It involves offering direct assistance with specific tasks, providing financial help when required, and offering physical support when necessary (Firdaus & Ruhaena (2023). This form of support ensures that individuals have the resources and practical help they need to cope with challenges.sc

3) Informational

Informational support is provided through guidance, advice, and relevant information that helps individuals navigate challenges. It includes offering suggestions, sharing pertinent knowledge, and providing mentorship or direction to help individuals make informed

decisions (Herlambang (2022). This support is crucial for problem-solving and finding effective solutions to difficulties.

4) Friendship

Friendship support focuses on the social bonds and correlations that foster a sense of belonging. It involves engaging in shared social activities, maintaining regular social interactions, and having common interests or activities (Solikhah (2019). This type of support strengthens social connections and helps individuals feel accepted and valued within a community.

The examination of social support indicators reveals its crucial role in maintaining psychological well-being and social functioning. These indicators demonstrate that effective social support requires a balanced combination of emotional, practical, informational, and social elements. Understanding these indicators proves to be essential in developing a comprehensive support system that addresses various aspects of an individual's needs. The interconnected nature of these indicators shows that optimal social support involves various forms of assistance working together to enhance an individual's overall well-being.

B. Review Previous Research

The following studies are relevant to this research and serve as important references for its theoretical and empirical foundation. A discussion of the similarities and differences between each study and the present research is also provided.

1. Harahap (2020) conducted a study titled *"Hubungan Regulasi Diri dan Dukungan Sosial dengan Prokrastinasi Akademik pada Siswa di SMA N 1 Sunggal"* (The Relationship Between Self-Regulation and Social Support with Academic Procrastination Among Students at SMA N 1 Sunggal), published by Universitas Medan Area. Using a correlational quantitative approach, this study examined the role of social support in mitigating academic-related psychological problems among high school students. The findings revealed a significant negative correlation between social support and academic procrastination, suggesting that adequate social support reduces counterproductive academic behaviors. *Similarities with the present research:* Both studies employ a correlational quantitative design and examine the role of social support in academic contexts. Both also use questionnaire-based data collection. *Differences:* Harahap's (2020) study was conducted at the secondary school level and focused on academic procrastination rather than academic stress, while the present research targets fourth-semester university students at an Islamic higher education institution and focuses specifically on the relationship among speaking learning process pressure, social support, and academic stress.

2. Islami (2022) conducted research titled *"Pengaruh Stress Akademik, Kecerdasan Emosional, Konsep Diri Akademik, dan Dukungan Sosial terhadap Adversity Quotient Siswa Pondok Pesantren"* (The Influence of Academic Stress, Emotional Intelligence, Academic Self-Concept, and Social Support on Adversity Quotient of Islamic Boarding School Students), published by UIN Sunan Ampel Surabaya. This study used a quantitative approach involving students in an Islamic educational environment and found that academic stress and social support are significant predictors of students' adversity quotient, with social support playing a protective role against the negative effects of academic stress. *Similarities:* Both studies are set within Islamic educational institutions, use a quantitative approach, and examine the relationship between social support and academic stress as key variables. *Differences:* Islami's (2022) study was conducted in an Islamic boarding school (*pesantren*) setting and focused on adversity quotient as the outcome variable. The present study is located in a state Islamic university setting (IAIN Kerinci) and focuses on speaking learning process pressure as an additional predictor variable alongside social support.
3. Firna et al. (2024) conducted a study titled *"Faktor Penyebab Dampak Kecemasan Berbicara dalam Bahasa Inggris"* (Causal Factors of the Impact of English Speaking Anxiety), published in *Jurnal Pendidikan Bahasa*, Vol. 13, No. 2. This study was conducted among English language learners and identified multiple sources of speaking anxiety, including fear of negative evaluation, lack of vocabulary, and insufficient practice opportunities. The

findings highlight the multi-dimensional nature of speaking anxiety and its detrimental effect on students' language learning experiences. *Similarities:* Both studies focus on English language learners and examine the psychological dimensions of speaking in a language learning context, with speaking anxiety identified as a central concern. *Differences:* Firna et al.'s (2024) study examined speaking anxiety as a standalone phenomenon without investigating its correlations with social support or academic stress. The present research extends this focus by examining speaking learning process pressure as one component within a broader trivariate correlation model that includes social support and academic stress.

4. Javaid et al. (2024) published a study titled *"Assessing Stress Causing Factors and Language Related Challenges Among First Year Students in Higher Institutions in Pakistan"* in *Acta Psychologica*, Vol. 248. This study used a quantitative survey methodology and found that language-related challenges — particularly in speaking and oral communication — were among the most significant contributors to academic stress among first-year university students in Pakistan. The research confirmed that speaking anxiety directly correlates with elevated academic stress levels and reduced academic performance. *Similarities:* Both studies address language-related stress in a higher education context, use quantitative methodology, and identify oral communication demands as a significant source of student stress. *Differences:* Javaid et al.'s (2024) research was conducted in Pakistan and focused on first-year students across multiple disciplines, without specifically isolating social support as a

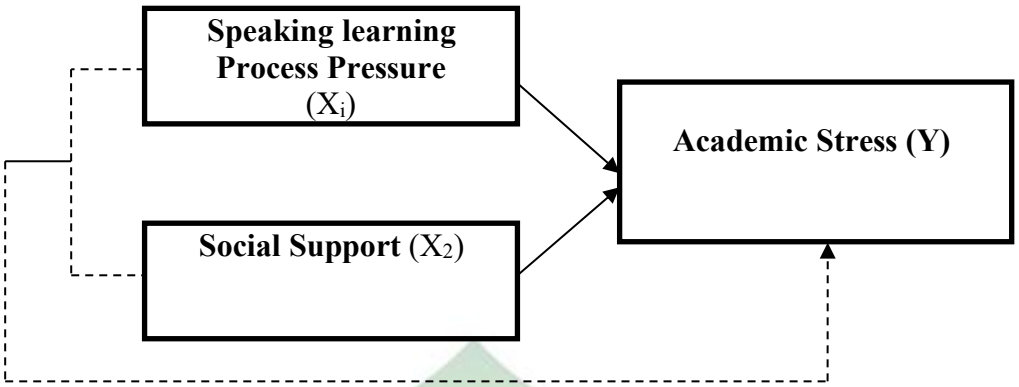
variable. The present study focuses exclusively on fourth-semester English department students at an Indonesian Islamic institution and incorporates social support as a key moderating variable in the analysis.

The review of previous studies above demonstrates that the relationship among speaking learning process pressure, social support, and academic stress has attracted growing scholarly attention. However, research that specifically examines all three variables together within the context of Indonesian Islamic higher education — particularly at the regional level — remains limited. This gap justifies the necessity and relevance of the present research

F. Conceptual Framework

The conceptual framework outlines the steps taken in this research. The objective is to examine the correlation among speaking learning process pressure (X1), social support (X2), and academic stress (Y) among students. The conceptual framework of this research will be illustrated in the following figure:

The conceptual framework is a conceptual model that explains the theory between the variables to be studied, based on theoretical foundations and empirical studies, while the theoretical framework can be seen in Figure 2.1 as follows :



Pictures 2.1 Frame Of Mind

The conceptual framework is a model that explains the correlation between the variables studied. It is based on theoretical foundations and supported by empirical studies. The theoretical framework, as shown in Figure 2.1, illustrates the connection among speaking learning process pressure (X1), social support (X2), and academic stress (Y). The diagram demonstrates how each variable interacts and contributes to understanding the focus of this research.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research employed a quantitative research method as its primary methodological approach. Creswell (2020) defined quantitative research as an approach that collects numerical data and uses mathematical models and statistical procedures to examine relationships among variables. This method was selected because it allowed for systematic and objective measurement of the three key variables — speaking learning process pressure, social support, and academic stress — and enabled the researcher to analyze the relationships among these variables using statistical tools. The quantitative approach was particularly appropriate for this study because the aim was to produce numerical findings that could be generalized and compared with other empirical studies in the field.

Within the quantitative framework, this research specifically employed a correlational research design. According to Davison and Smith (2018), correlational designs help researchers identify whether relationships exist among variables, determine the direction of those relationships (positive or negative), and measure their strength without manipulating the variables. Creswell (2020) further explained that correlational research helps to identify patterns of association that occur naturally in educational settings, preserving the authentic context in which the phenomena under study take place.

The selection of a correlational design was appropriate for this research because the primary aim was to determine the degree and direction of

relationships between speaking learning process pressure and academic stress, between social support and academic stress, and the combined relationship of both independent variables with academic stress. This design enabled the researcher to quantify the strength of associations through correlation coefficients and regression analysis while preserving the natural educational context of the study.

The design of research is depicted by the following diagrams :

X1 : Speaking learning process pressure

X2 : Social support

Y : Academic stress

⟶ : Correlation

B. Population and Sample

1. Population

The population refers to the entire group of individuals possessing specific qualities and characteristics defined by the researcher for the purposes of the study and its conclusions (Creswell, 2020). In this research, the population consisted of all fourth-semester students in the English Department at IAIN Kerinci during the academic year 2024/2025.

The selection of fourth-semester students as the research population was deliberate and methodologically significant. Fourth-semester students represent a critical transitional stage in academic development. By this point

in their studies, these students have completed foundational English speaking courses and are currently engaged in more advanced language learning activities that require greater communicative performance. This particular semester is characterized by increased academic demands and higher expectations for oral language proficiency, making it an ideal period for examining the dynamics of speaking learning process pressure.

Moreover, these students had spent sufficient time within the university environment to develop established social support networks while simultaneously facing heightened academic challenges. Fourth-semester English students typically experience increasing levels of academic pressure as they engage with more demanding coursework in areas such as English for Academic Purposes, speaking for professional contexts, and integrated language skills. This stage of their academic journey thus creates an optimal and authentic context in which to investigate the interrelationships among speaking learning process pressure, social support, and academic stress.

The students' distribution can be seen in the following table:

Table 3.1. Population

No	Class	Number of students
1	Semester 4 A	10
2	Semester 4 B	10
Total		**20**

2. Sample

The sampling technique used in this research was total sampling. Total sampling is a technique in which the entire population serves as the sample (Arikunto, 2017). In this research, total sampling was employed because the total number of students in the target population was relatively small — only 20 students across two classes. Therefore, all 20 fourth-semester students of the English Department at IAIN Kerinci during the 2024/2025 academic year served as the research sample, comprising 10 students from Class A and 10 students from Class B. This comprehensive sampling approach ensured that all relevant data from the entire target population were captured and analyzed, providing a complete picture of the correlations among speaking learning process pressure, social support, and academic stress within this specific educational context.

C. Research Instrument

A research instrument is a tool or facility used by researchers to collect data in order to facilitate their work and to obtain more accurate, complete, and systematic data (Sudijono, 2019). According to Saleh (2018), a research instrument is a measurement tool used to observe natural and social phenomena. Instruments in quantitative research typically take the form of questionnaires, observation sheets, or other structured tools (Koyan, 2022). The adapted questionnaire format was selected because it assists respondents in answering efficiently and makes it easier for researchers to analyze and tabulate the collected data (Gunawan & Ali, 2022).

This research used a questionnaire-based instrument to examine the correlation among students' speaking learning process pressure, social support, and academic stress at the English Department of IAIN Kerinci during the academic year 2024/2025.

Speaking Learning Process Pressure Questionnaire (X_1)

The Speaking Learning Process Pressure questionnaire was adapted from Henderson and Roberts (2023). The original instrument was developed and validated in the context of English as a Foreign Language (EFL) higher education settings and consisted of 12 items. For the purposes of this research, the instrument was adapted to 9 items distributed across three indicators: Academic Language Anxiety (3 items), Academic Workload Pressure (3 items), and Difficulty in Understanding Complex Material (3 items). The adaptation involved rewording several items to reflect the socio-cultural and educational context of IAIN Kerinci, including adjusting language complexity and replacing context-specific examples with references relevant to Indonesian Islamic higher education settings. In the original instrument, items 4, 7, and 11 were excluded because they referred to institutional conditions that were not applicable to the research context. The original instrument reported a Cronbach's Alpha reliability value of 0.814, indicating high reliability. After adaptation in this research, the Cronbach's Alpha value obtained was 0.831, confirming that the adapted instrument maintained and even slightly improved its internal consistency.

Social Support Questionnaire (X_2)

The Social Support questionnaire was adapted from Sarafino and Smith (2023), comprising 12 items distributed across four dimensions: Emotional Support (3 items), Instrumental Support (3 items), Informational Support (3 items), and Friendship Support (3 items). The original scale contained 16 items; items 2, 9, 13, and 16 were excluded during adaptation as they were deemed redundant or insufficiently relevant to the academic social support context in Indonesian university settings. Several items were also reworded to better reflect the types of support available within an Indonesian Islamic higher education environment, including adjustments to reflect the role of family, peers, and lecturers as primary sources of support. The original instrument reported a Cronbach's Alpha of 0.856. After adaptation, this research obtained a Cronbach's Alpha value of 0.873, indicating high reliability and confirming the suitability of the adapted instrument for use in this study.

Academic Stress Questionnaire (Y)

The Academic Stress questionnaire was adapted from Robotham (2023), containing 15 items across five indicators: Physical Stress (3 items), Psychological Stress (3 items), Behavioral Stress (3 items), Cognitive Stress (3 items), and Emotional Stress (3 items). The original instrument consisted of 18 items; items 6, 12, and 17 were excluded as they were found to overlap substantially with items measuring the same dimensions and were less relevant to the undergraduate student experience in Indonesia. The remaining items were adjusted in language and phrasing to ensure comprehension by Indonesian students with varying levels of English proficiency. The original instrument reported a Cronbach's Alpha of 0.879.

In this research, the adapted instrument produced a Cronbach's Alpha of 0.897, reflecting excellent internal consistency.

These instruments were selected because they demonstrated strong reliability and validity in previous studies examining similar educational contexts. In addition, they provide comprehensive coverage of the complex dimensions of each variable, allowing for a nuanced and thorough analysis of their interrelationships. The standardized nature of these instruments also facilitates comparison with international research findings, while their focused and contextually adapted design specifically addresses the unique challenges faced by English language students in Indonesian Islamic higher education.

The answers to each questionnaire item were measured using a Likert scale. The type of questionnaire used was a closed questionnaire, in which predetermined answer options were provided and respondents were required to choose the most appropriate option (Koyan, 2018). The assessment criteria for the Likert scale are as follows: Strongly Agree (SA) = 5, Agree (A) = 4, Neutral (N) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1

Table 3.2
Item Score Criteria Assessment

Evaluation Criteria	Abbreviation	Score
Strongly Disagree	SD	1
Disagree	D	2
Neutral	N	3
Agree	A	4
Strongly Agree	SA	5

Source: (Sudjana, 2015)

The Likert scale measurement method is used because the research employs a questionnaire distribution system, so the results are classified in the data scale,

namely ordinal intervals. Furthermore, the most effective method for ordinal intervals is the Likert scale. The Likert scale aims to collect data to determine or measure quantitative data. The data is obtained to determine the opinion, perception, or attitude of a person toward a phenomenon that occurs.

The questionnaire grid in the research can be seen in the following table:

Table 3.3 Blue Print of Speaking Learning Process Pressure (X1)

Indicators	Code	Aspect	Item number
Academic Language Anxiety	ALA	Students have anxiety and stress when communicating in English during academic activities	1, 2, 3
Academic Workload Pressure	AWP	Students feel overwhelmed by the amount and frequency of English academic assignments and assessments	4, 5, 6
Difficulty in Understanding Complex Material	DCM	Students struggle with understanding and adapting to advanced English academic concepts and standards	7, 8, 9

Source: Henderson and Roberts (2023)

Table 3.4 Blue Print of Social Support (X2)

Indicators	Code	Aspect	Item number
Emotional Support	ES	Students receive emotional encouragement from family and friends during academic challenges	1, 2, 3
Instrumental Support	IS	Students get practical and academic assistance from family, friends, and lecturers	4, 5, 6
Informational Support	IFS	Students receive useful advice and guidance from lecturers, teachers, and peers for academic improvement	7, 8, 9
Friendship Support	FS	Students feel supported and motivated by friends to overcome academic stress	10, 11, 12

Source: Sarafino and Smith (2023)

Table 3.5 Blue Print of Academic Stress (Y)

Indicators	Code	Aspect	Item number

Physical Stress	PS	Students have physical symptoms such as fatigue, headaches, and sleep disruption due to academic pressure	1, 2, 3
Psychological Stress	PYS	Students feel anxious and worried about meeting academic requirements and deadlines	4, 5, 6
Behavioral Stress	BS	Students demonstrate negative behaviors like procrastination and avoidance due to academic stress	7, 8, 9
Cognitive Stress	CS	Students have difficulties with memory, focus, and decision-making under academic pressure	10, 11, 12
Emotional Stress	EMS	Students feel emotionally drained, have mood swings, and lack motivation due to academic workload	13, 14, 15

Source: Robotham (2023)

D. Validity and Reliability

1. Validity

Validity refers to the degree to which a measuring instrument measures what it is intended to measure (Riduwan, 2016). In this research, validity was tested using the Pearson product-moment correlation formula, which determines the correlation between each item score and the total score of the instrument. The validity test was applied to each item in the three questionnaires to confirm that every item functioned as an appropriate and accurate measure of its respective variable.

The validation process was carried out as follows. First, the questionnaires were distributed to all 20 research respondents. After data collection, each item's correlation coefficient (r-count) was calculated using SPSS 24.0 and compared against the critical value from the r-table for the given sample size. With n = 20 and a significance level of 5% (two-tailed), the r-table

value used in this research was 0.444. An item was declared valid if its r-count value exceeded the r-table value (r-count > 0.444) and its significance value was below 0.05 ($p < 0.05$). Items that did not meet these criteria would have been removed or revised; however, in this research, all items across all three questionnaires were confirmed as valid.

To measure the correlation between the statement and the total score uses the correlation formula " r " Product Moment.

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

Description:

rxy = Correlation Index number “r” Product Moment.

N = Number of Cases

$\sum XY$ Multiplication of variable x and variable y

$\sum \mathbf{X}$ = Total Score X

$\sum \mathbf{Y}$ = Total Score Y

With the calculation criteria, if R-calculated > R-table, the question item is valid, but if r-calculated < r-table, then the statement item is not to test the validity of the questionnaire Andriani (2018).. The R table obtained by 0.381. Validity test in this research using computer tools with IBM SPSS version 24.0.

2. Reliability

Reliability is concerned with the degree of consistency and stability of the data findings. Reliability is related to trust issues. A test is said to have a high level

of confidence if it can provide fixed and consistent results Riduwan (2016)

In finding reliability using Cronbach Alpha technique to test reliability, measuring tools are tensile complexity, financial pressure, auditor assessment and audit assessment. With the evaluation criteria there are results yes if the value of Cronbach's Alpha> 0.70 then it is considered and or unacceptable. Conversely, if it succeeds Cronbach Alpha< 0.70 then it is considered unreliable Riduwan (2016). This reliability correlation of Cronbach Alpha formula is done with the help of IBM SPSS 23 program. Ghozali (2020)

Table 3.7. Category of Reliability

No	Reliability	Category
1.	>0,90	Very High
2.	0.80-0.90	High
3.	0.70-0.79	Reliable
4.	0.60-0.69	Marginally/minimally
5.	<0.60	Unacceptable Low

Adopted from (Ghozali, 2020)

E. Techniques of Collecting Data

Before conducting hypothesis testing, the researcher carried out a series of preliminary data analyses to describe the collected data and to verify that the assumptions required for parametric statistical analysis were met. Describing the data before presenting the correlation analysis is an important step in quantitative research, as it provides readers with a clear understanding of the general characteristics and distributions of each variable before inferential conclusions are drawn (Creswell, 2020).

The descriptive data analysis involved calculating the mean, median, mode, minimum and maximum values, and standard deviation for each of the three

variables: speaking learning process pressure (X_1), social support (X_2), and academic stress (Y). These descriptive statistics were used to characterize the overall level of each variable among the student respondents and to identify the general profile of the sample before proceeding to correlation analysis. Descriptive analysis also helped the researcher determine whether the data exhibited any unusual patterns or outliers that might affect the reliability of subsequent inferential tests.

Following descriptive analysis, prerequisite tests were conducted to evaluate the suitability of the data for Pearson product-moment correlation and multiple linear regression analysis. These prerequisite tests — including normality, heteroscedasticity, and multicollinearity tests — were essential to ensure that the conditions for valid parametric analysis were satisfied. Only after confirming that all assumptions were met did the researcher proceed with hypothesis testing using correlation coefficients and multiple regression analysis

F. Techniques of Analysis Data

1. Prerequisite Test

a. Normality Test

The normality test aims to test whether in the regression model, the dependent variable and the independent variable both have a normal distribution or not. The data normality test can be done using the Kolmogrov Smirnov test with SPSS 23.0 Ghozali (2020). The normality test that is used is the Kolmogorov-Smirnov test. The Kolmogorov-Smirnov formula is as follows:

$$KD : 1{,}36 \frac{\sqrt{n_1 + n_2}}{n_1 \; n_2}$$

Description:

KD = the number of Kolmogorov-Smirnov sought

n1 = number of samples obtained

n2 = expected sample size Ghozali (2020)

The Kolmogorof-Smirnov test is carried out by making a hypothesis If the significance> 0.05, then the variable is normally distribut and if significant <0.05 then the variable is not normally distribut.

b. Heteroscedasticity Test

The heteroscedasticity test will to determine whether there is storage of the model due to variant disorders that differ between one observation and another observation. The heteroscedasticity test is intended to test whether in the regression model there is an inequality of variance and residuals from one observation to another. Ghozali (2020) If the variance and residuals of one observation to another are constant, called homoscedasticity if it is different, it is called heteroscedasticity.

c. Multicollinearity Test

Multicollinearity is a linear correlation between independent variables. The multicollinearity test aims to test whether there is a high or perfect correlation between the independent variables in the regression model. A good regression model should not have a correlation between variables Santoso (2018). If there is a high correlation between the

independent variables, the correlation between the independent variables and the dependent variable will be disturbed. At a significance level of 90%, multicollinearity between independent variables can be detected using a correlation matrix with the following conditions Ghozali (2020).

1) If the correlation matrix value between two independent variables is greater than (>) 0.90 then there is multicollinearity.
2) If the correlation matrix value between two independent variables is smaller than (<) 0.90 then there is no multicollinearity.

d. Multiple Linear Regression Analysis

Multiple linear regression analysis is a regression analysis that has one dependent variable and two or more independent variables. This research uses multiple linear regression analysis to test H4. According to Ghozali (2020). The steps of multiple linear regression analysis are:

1) Creating a regression equation The multiple linear regression equation is as follows:

$$Y=a+b1X1+b2X2+e$$

2) Finding the coefficient of determination (R2)

The coefficient of determination (R2) measures how far the model's ability to explain variations in the dependent variable. If R2 has a small value, then the ability of the independent variables to explain the variation in the dependent variable is very limited. A value close to one indicates that the independent variables provide almost all the information needed to predict the dependent variable.

2. Hypothesis Test

a. Correlation Coefficient

Hypothesis testing with correlation techniques in this research the researchers used Pearson product moment (r) correlation. Correlation test is used to determine how strong the correlation between the independent variable with the dependent variable. Hypothesis testing, if the correlation coefficient is significant, then the coefficient can be used to calculate the coefficient of determination that is the coefficient that can be used to measure the effect of the independent variable on the dependent variable Ghozali (2020).

Some level of correlation between variables based on the coefficient interval is:

Tabel 3.8
Interval Correlation Coefficient Between Variables

Interval Coefficient	Correlation Level
0,00-0,199	Very Low
0,20-0,399	Low
0,40-0,599	Medium
0,60-0,799	Strong
0,80-1,000	Very Strong

Sources: (Ghozali, 2020)

As for testing the significance of the correlation of an independent variable with a dependent variable, can be done by comparing the value of R calculated on the correlation test with r table determined through the table values of r product moment. Criteria in hypothesis testing include:

1) If r count > r table and significance level is smaller than 0.05, then it can be concluded that the correlation coefficient is significant.
2) If r count < r table and the significance level is greater than 0.05, then it can be concluded that the correlation coefficient is not significant Ghozali (2020)

In determining the R table, researchers can use the number of samples (n) and the significance level used (5%). In this research the researchers used the R table of 0.195 obtained from determining the r table with the number of samples as much as 100 and the significance level of 5% in the table values of r product moment. Furthermore, if the correlation coefficient (R count) proved significant, then the correlation coefficient can be used to measure the coefficient of determination.

b. Coefficient Of Determination (R^2)

According to Ridwan (2013), the coefficient of determination (R2) aims to measure how far the ability of the model in explaining the variation of the dependent variable with a value between zero to one (0< R2<1). The coefficient of determination is used if the correlation coefficient of a variable is proven to be significant. Measurement of the coefficient of determination is done to measure how much influence the independent variable on the dependent variable in a research. The small value of the coefficient of determination indicates that the ability of independent variables in explaining the variation of the dependent variable is very limited. The value of the coefficient of determination

close to 1 indicates that the independent variables provide almost all the information needed to predict the variation of the dependent variable Ghozali (2020). The results of the statistical test analysis of the data obtained with the help of the SPSS 25 for windows program.

G. Research Procedure

The research was conducted through the following systematic steps:

1. Step 1 — Preliminary Research (Pre-Research) The researcher conducted a preliminary observation and distributed a pre-research questionnaire to 20 fourth-semester English Department students at IAIN Kerinci. This step aimed to identify the initial conditions regarding speaking learning process pressure, social support, and academic stress in the study population and to justify the need for formal research.
2. Step 2 — Literature Review The researcher reviewed relevant theories, concepts, and previous empirical studies related to the three research variables. This step provided the theoretical foundation and conceptual framework for the research.\
3. Step 3 — Instrument Development The researcher adapted three established questionnaires from prior studies (Henderson & Roberts, 2023; Sarafino & Smith, 2023; Robotham, 2023) to suit the research context. The adaptation process involved selecting relevant items, rewording items for contextual appropriateness, and structuring the instruments according to their respective indicators.

4. Step 4 — Validity and Reliability Testing The adapted instruments were tested for validity using Pearson product-moment correlation and for reliability using Cronbach's Alpha. All items that met the validity and reliability criteria were retained for the main data collection.
5. Step 5 — Main Data Collection The validated questionnaires were distributed to all 20 respondents in the research population during scheduled class sessions. Respondents were given clear instructions, and the researcher was present during data collection to address any questions
6. Step 6 — Data Entry and Coding After collection, all questionnaire responses were entered into a data spreadsheet and coded for statistical analysis using IBM SPSS version 24.0.
7. Step 7 — Prerequisite Testing The researcher conducted normality, heteroscedasticity, and multicollinearity tests to verify that the data satisfied the assumptions required for Pearson product-moment correlation and multiple linear regression analysis.
8. Step 8 — Descriptive Data Analysis Descriptive statistics (mean, median, mode, minimum, maximum, and standard deviation) were calculated for each variable to characterize the general profile of the data before proceeding to inferential analysis.
9. Step 9 — Hypothesis Testing Pearson product-moment correlation and multiple regression analyses were conducted to test the three hypotheses of the research.

10. Step 10 — Reporting The researcher interpreted the statistical results, discussed them in relation to the theoretical framework and previous research, drew conclusions, and formulated suggestions for future research and practical application.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Finding

1. Validity Test Results

A test is considered legitimate if it can assess the variables under consideration in this study. The measuring instrument is tested for content validity, which is based on the questionnaire's content in compliance with the questionnaire grid. the validity test that has beenconducted in this study is displayed in the following table:

Table 4.1. Validity Test of Speaking Learning Process Pressure (X1)

Item Number	r-count	r-table	Significance	Status
Item 1	0.703	0.444	0.001	Valid
Item 2	0.681	0.444	0.001	Valid
Item 3	0.629	0.444	0.003	Valid
Item 4	0.752	0.444	0.000	Valid
Item 5	0.667	0.444	0.001	Valid
Item 6	0.612	0.444	0.004	Valid
Item 7	0.720	0.444	0.000	Valid
Item 8	0.691	0.444	0.001	Valid
Item 9	0.598	0.444	0.005	Valid

The validity test results of Speaking Learning Process Pressure (X1) variable show that all items have r-count values greater than r-table (0.444) with significance values less than 0.05. Item 4 has the highest validity coefficient (0.752), while item 9 has the lowest validity coefficient (0.598). These results indicate that all items in the Speaking Learning Process Pressure questionnaire are valid and can be used in this study. The validity of these items confirms that the instrument effectively measures the dimensions of Academic Language Anxiety, Academic Workload Pressure, and Difficulty in Understanding Complex Material as intended in the study design.

Table 4.2. Validity Test of Social Support (X2)

Item Number	r-count	r-table	Significance	Status
Item 1	0.677	0.444	0.001	Valid
Item 2	0.621	0.444	0.003	Valid
Item 3	0.588	0.444	0.006	Valid
Item 4	0.725	0.444	0.000	Valid
Item 5	0.694	0.444	0.001	Valid
Item 6	0.611	0.444	0.004	Valid
Item 7	0.715	0.444	0.000	Valid
Item 8	0.669	0.444	0.001	Valid
Item 9	0.592	0.444	0.006	Valid
Item 10	0.748	0.444	0.000	Valid
Item 11	0.682	0.444	0.001	Valid
Item 12	0.615	0.444	0.004	Valid

The validity test results of Social Support (X2) variable demonstrate that all items have r-count values greater than r-table (0.444) with significance values less than 0.05. Item 10 shows the highest validity coefficient (0.748), while item 3 shows the lowest validity coefficient (0.588). These findings confirm that all items in the Social Support questionnaire are valid and suitable for use in this study. The validity of these items confirms that the instrument effectively measures the dimensions of Emotional, Instrumental, Informational, and Friendship support.

Table 4.3. Validity Test of Academic Stress (Y)

Item Number	r-count	r-table	Significance	Status
Item 1	0.683	0.444	0.001	Valid
Item 2	0.658	0.444	0.002	Valid
Item 3	0.711	0.444	0.000	Valid
Item 4	0.771	0.444	0.000	Valid
Item 5	0.703	0.444	0.001	Valid
Item 6	0.649	0.444	0.002	Valid
Item 7	0.620	0.444	0.004	Valid
Item 8	0.697	0.444	0.001	Valid
Item 9	0.583	0.444	0.007	Valid
Item 10	0.719	0.444	0.000	Valid
Item 11	0.764	0.444	0.000	Valid
Item 12	0.688	0.444	0.001	Valid
Item 13	0.730	0.444	0.000	Valid

Item 14	0.672	0.444	0.001	Valid
Item 15	0.705	0.444	0.000	Valid

The validity test results of Academic Stress (Y) variable reveal that all items have r-count values greater than r-table (0.444) with significance values less than 0.05. Item 4 demonstrates the highest validity coefficient (0.771), while item 9 shows the lowest validity coefficient (0.583). These results indicate that all items in the Academic Stress questionnaire are valid and appropriate for use in this study. The validity of these items confirms that the instrument effectively measures the dimensions of Physical, Psychological, Behavioral, Cognitive, and Emotional aspects of academic stress.

2. Reliability Test Results

This study must be carried out a reliability test to measureconsistently or not a questionnaire in the study used. the results of reliability testing on this study variable are as follows:

Table 4.4. Reliability Test of Study Variables

Variable	**Cronbach's Alpha**	**Number of Items**	**Status**
Speaking Learning Process Pressure	0.831	9	Reliable
Social Support	0.873	12	Reliable
Academic Stress	0.897	15	Reliable

The reliability test results show that all study variables have Cronbach's Alpha values greater than 0.6, which indicates that the instruments used in this study are reliable. The Academic Stress (Y) variable exhibits the highest reliability coefficient (0.897), followed by Social Support (X2) with a reliability coefficient

of 0.873, and Speaking Learning Process Pressure (X1) with a reliability coefficient of 0.831. These high reliability coefficients demonstrate that the questionnaires have good internal consistency and produce stable and consistent results across repeated measurements. Therefore, all study instruments are deemed reliable and suitable for data collection in this study.

3. Prerequisite Test Analysis

a. Normality Test Results

Table 4.5. Kolmogorov-Smirnov Normality Test Results

Variable	Kolmogorov-Smirnov Z	Asymp. Sig. (2-tailed)	Status
Speaking Learning Process Pressure (X1)	0.783	0.572	Normal
Social Support (X2)	0.694	0.721	Normal
Academic Stress (Y)	0.812	0.525	Normal

The results of the Kolmogorov-Smirnov normality test reveal that all variables have asymptotic significance values greater than 0.05. The Speaking Learning Process Pressure variable (X1) has a significance value of 0.572, the Social Support variable (X2) has a significance value of 0.721, and the Academic Stress variable (Y) has a significance value of 0.525. These findings indicate that all variables are normally distributed. The normal distribution of data confirms that the parametric statistical analysis techniques planned for this study are appropriate and can proceed without violations of the normality assumption.

b. Heteroscedasticity Test Results

Table 4.6. Glejser Test for Heteroscedasticity

Variable	t-value	Significance	Status
Speaking Learning Process Pressure (X1)	1.439	0.168	No Heteroscedasticity
Social Support (X2)	-1.125	0.276	No Heteroscedasticity

The heteroscedasticity test using the Glejser method shows that both independent variables have significance values greater than 0.05. The Speaking Learning Process Pressure variable (X1) has a significance value of 0.168 and the Social Support variable (X2) has a significance value of 0.276. These results indicate that there is no heteroscedasticity issue in the regression model. The absence of heteroscedasticity confirms that the variance of residuals from one observation to another is constant (homoscedastic), which is a fundamental assumption for valid regression analysis. This finding ensures that the regression model is efficient and the standard errors of the estimates are not biased.

c. Multicollinearity Test Results

Table 4.7. Multicollinearity Test Results

Variable	Tolerance	VIF	Status
Speaking Learning Process Pressure (X1)	0.763	1.310	No Multicollinearity
Social Support (X2)	0.763	1.310	No Multicollinearity

The multicollinearity test results demonstrate that both independent variables have tolerance values greater than 0.10 and Variance Inflation Factor (VIF) values less than 10. Specifically, both the Speaking Learning Process Pressure variable (X1) and the Social Support variable (X2) have identical tolerance

values of 0.763 and VIF values of 1.310. These findings indicate that there is no multicollinearity issue between the independent variables in the regression model. The absence of multicollinearity ensures that the independent variables are not highly correlated with each other, which allows for accurate assessment of the individual contribution of each predictor variable to the dependent variable. This result confirms that the regression analysis would yield reliable and stable estimates of the regression coefficients.

4. Hypothesis Test Analysis Results

a. Correlation Between Speaking Learning Process And Academic Stress At The Fourth Semester Students of English Department of IAIN Kerinci

Table 4.8. Correlation Analysis between Speaking Learning Process Pressure and Academic Stress

Variables	Pearson Correlation	Significance	r-table	Status
Speaking Learning Process Pressure (X1) and Academic Stress (Y)	0.687	0.001	0.444	Significant

The correlation test results between Speaking Learning Process Pressure (X1) and Academic Stress (Y) show a Pearson correlation coefficient of 0.687 with a significance value of 0.001. Since the r-count (0.687) is greater than the r-table (0.444) and the significance value is less than 0.05, there is a significant correlation between Speaking Learning Process Pressure and Academic Stress among English students of IAIN Kerinci. The correlation coefficient of 0.687 indicates a strong positive correlation according to the correlation coefficient interval guidelines. This means that when students have higher levels of speaking learning process pressure, they also tend to have higher levels of academic stress. The positive correlation

supports the alternative hypothesis (Ha1) which states between speaking learning process pressure and academic stress among English students at the State Islamic Institute of Kerinci.

Table 4.9. Coefficient of Determination for Speaking Learning Process Pressure and Academic Stress

Variables	R	R Square	Adjusted R Square	Std. Error of the Estimate
Speaking Learning Process Pressure (X1) and Academic Stress (Y)	0.687	0.472	0.443	5.834

The coefficient of determination (R^2) for the correlation between Speaking Learning Process Pressure and Academic Stress is 0.472. This value indicates that Speaking Learning Process Pressure explains approximately 47.2% of the variance in Academic Stress among English students at IAIN Kerinci. The remaining 52.8% of Academic Stress variance is influenced by other factors not examined in this specific correlation analysis. The R value of 0.687 confirms the strong positive correlation between these variables, reinforcing the finding that speaking learning process pressure is a substantial contributor to academic stress levels among the students.

b. Correlation Between Social Support And Academic Stress At the Fourth Semester Students of English Department of IAIN Kerinci

Table 4.10. Correlation Analysis between Social Support and Academic Stress

Variables	Pearson Correlation	Significance	r-table	Status
Social Support (X2) and Academic Stress (Y)	-0.624	0.003	0.444	Significant

The correlation test results between Social Support (X2) and Academic Stress (Y) reveal a Pearson correlation coefficient of -0.624 with a significance value of 0.003. Since the absolute value of r-count (0.624) is greater than the r-table (0.444) and the significance value is less than 0.05, there is a significant correlation between Social Support and Academic Stress among English students at IAIN Kerinci. The correlation coefficient of -0.624 indicates a strong negative correlation according to the correlation coefficient interval guidelines. This negative correlation demonstrates that when students receive higher levels of social support, they tend to have lower levels of academic stress. The significant negative correlation supports the alternative hypothesis (Ha2) which states between social support and academic stress among fourth semester English students at the State Islamic Institute of Kerinci.

Table 4.11. Coefficient of Determination for Social Support and Academic Stress

Variables	R	R Square	Adjusted R Square	Std. Error of the Estimate
Social Support (X2) and Academic Stress (Y)	0.624	0.389	0.356	6.276

The coefficient of determination (R^2) for the correlation between social support and academic stress is 0.389. This value indicates that social support explains approximately 38.9% of the variance in academic stress among English students at IAIN Kerinci. Other factors not examined in this specific correlation analysis influence the remaining 61.1% of academic stress variance. The R value of 0.624 absolute value confirms the strong correlation between these variables, reinforcing the finding that social support is an important factor that can help reduce

academic stress levels among the students. This substantial percentage clearly demonstrates that social support serves as a significant protective mechanism against academic stress, where students who receive adequate emotional, instrumental, informational, and friendship support from their social networks consistently exhibit lower stress responses to academic challenges. The strength of this negative correlation explicitly establishes that enhancing social support systems within the academic environment effectively mitigates stress-related issues among English language learners, providing a concrete foundation for developing targeted intervention strategies that focus on strengthening support networks among students, faculty, and families.

c. Correlation Analysis among Speaking Learning Process Pressure, Social Support, and Academic Stress

Table 4.12. Multiple Correlation Analysis among Speaking Learning Process Pressure, Social Support, and Academic Stress

Variables	Multiple R	R Square	Adjusted R Square	F	Significance	Status
X1, X2, and Y	0.779	0.607	0.561	13.146	0.000	Significant

The multiple correlation analysis results show a multiple correlation coefficient (R) of 0.779 among Speaking Learning Process Pressure (X1), Social Support (X2), and Academic Stress (Y). The significance value of 0.000 ($p < 0.05$) indicates that the correlation is statistically significant. The F-value of 13.146 further confirms the significance of this correlation. This strong positive multiple correlation coefficient supports the alternative hypothesis (Ha3) which states that

there is a correlation among speaking learning process pressure, social support, and academic stress among English students at the State Islamic Institute of Kerinci.

Table 4.13. Multiple Linear Regression Analysis Results

Model	**Unstandardized Coefficients**		**Standardized Coefficients**	**T**	**Significance**
	B	Std. Error	Beta		
(Constant)	47.328	9.765		4.847	0.000
Speaking Learning Process Pressure (X1)	0.542	0.168	0.504	3.226	0.005
Social Support (X2)	-0.394	0.138	-0.447	-2.855	0.011

The multiple linear regression analysis results yield the following regression equation: Y = 47.328 + 0.542X1 - 0.394X2

Show that Academic Stress (Y) is influenced by Speaking Learning Process Pressure (X1) and Social Support (X2). The constant value of 47.328 means that when both Speaking Learning Process Pressure and Social Support are equal to zero, Academic Stress remains at 47.328 as a baseline condition. The regression coefficient of X1 is 0.542, which indicates a positive relationship, meaning that every one-unit increase in Speaking Learning Process Pressure increases Academic Stress by 0.542 units, while Social Support remains constant. In contrast, the regression coefficient of X2 is -0.394, which indicates a negative relationship, meaning that every one-unit increase in Social Support decreases Academic Stress by 0.394 units, while Speaking Learning Process Pressure remains constant. Therefore, higher pressure in the speaking learning process increases academic stress, while higher social support reduces academic stress.

This equation indicates that:

a. The constant value is 47.328, which means that if both Speaking Learning Process Pressure (X1) and Social Support (X2) are, the Academic Stress (Y) value would be 47.328.
b. The regression coefficient for Speaking Learning Process Pressure (X1) is 0.542, indicating that for each one-unit increase in Speaking Learning Process Pressure, Academic Stress increases by 0.542 units, assuming Social Support remains constant.
c. The regression coefficient for Social Support (X2) is -0.394, showing that for each one-unit increase in Social Support, Academic Stress decreases by 0.394 units, assuming Speaking Learning Process Pressure remains constant.

Both independent variables have significant t-values (3.226 for X1 and -2.855 for X2) with significance values less than 0.05 (0.005 for X1 and 0.011 for X2), confirming that both variables significantly contribute to the prediction of Academic Stress among English students at IAIN Kerinci.

Table 4.14. Coefficient of Determination for Multiple Correlation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.779	0.607	0.561	5.178

The coefficient of determination (R^2) for the multiple correlation is 0.607. This value indicates that the combination of Speaking Learning Process Pressure and Social Support explains approximately 60.7% of the variance in Academic Stress among English students at IAIN Kerinci. The adjusted R^2 value of 0.561 provides a more conservative estimate, accounting for the number of predictors in the model.

These results demonstrate that the two independent variables together have a strong explanatory power for the variation in academic stress levels among the students. The remaining 39.3% of Academic Stress variance is influenced by other factors not included in this study model.

B. Discussion

The results of the Pearson correlation test show a strong and significant positive correlation (r=0.687, p=0.001) between Speaking Learning Process Pressure (X1) and Academic Stress (Y). This finding means that the higher the speaking pressure, the higher the academic stress experienced by students. Speaking Learning Process Pressure explains 47.2% of the variance in Academic Stress ($R^2 = 0.472$), while 52.8% is influenced by other factors. These findings are consistent with previous studies (Wardana et al., 2024; Ningsih, 2017; Amalia & Nashori, 2021) that establish clear links between language anxiety, particularly in the context of speaking, and increased academic stress and related physiological responses. Studies by Zulfitri (2019) (r=0.63) and Laia et al. (2018) (accounting for 43% of the variance) also support this positive correlation, confirming that speaking pressure creates a cycle of anticipatory anxiety and chronic stress (Sariakin et al., 2023). International studies (Javaid et al., 2024) further confirm that speaking anxiety correlates directly with academic performance and increased cortisol levels.

The results of the Pearson correlation test show a strong and significant negative correlation (r=−0.624, p=0.003) between Social Support (X2) and Academic Stress (Y). This finding means that the higher the social support received, the lower the academic stress experienced by students. Social Support explains

38.9% of the variance in Academic Stress ($R^2 = 0.389$), with the remaining 61.1% explained by other factors. These findings align with existing literature (Linggi & Roswita, 2021; Safitri, 2018) that highlights the role of social support as a critical buffer against academic stress. Support from peers, instructors, and family enhances resilience and coping strategies, reduces physiological stress, and improves psychological well-being. Empirical studies (Hidayat et al., 2021; Lestari et al., 2019) and meta-analyses (Fadhilah, 2022) consistently support this negative correlation, with social support predicting reduced stress levels.

Multiple correlation analysis shows a strong and significant correlation ($R=0.779$, $p=0.000$, $F=13.146$) among Speaking Learning Process Pressure (X1), Social Support (X2), and Academic Stress (Y). The resulting multiple linear regression model is: $Y=47.328+0.542X1-0.394X2$. This indicates that an increase in speaking pressure (0.542 units) increases academic stress, while an increase in social support (0.394 units) decreases it. Both independent variables significantly predict Academic Stress (t-value X1 = 3.226, $p = 0.005$; t-value X2 = −2.855, $p = 0.011$).

The combination of Speaking Learning Process Pressure and Social Support explains 60.7% of the variance in Academic Stress ($R^2 = 0.607$; Adjusted $R^2 = 0.561$), indicating a significant explanatory power. The remaining 39.3% of variance is influenced by other factors. These findings support the Stress-Buffering Hypothesis (McEown et al., 2024), where social support moderates the relationship between stressors (speaking pressure) and stress outcomes. Empirical study (Erindana et al., 2021; Psikologi, 2016) confirms that the negative impact of

academic pressure is significantly reduced when social support is high. A holistic approach that integrates stress management and increased social support results in greater stress reduction (Rekozar & Damariyanti, 2022). This study also highlights the role of contextual factors in academic stress. Alharbi and Smith (2018) and Hassan and Batool (2025) identified various sources of stress, including individual, linguistic, social, and institutional factors that can influence stress levels. The context of IAIN Kerinci adds cultural and religious dimensions, where students face unique challenges in balancing their religious identity with English language proficiency requirements (Jia & Cheng, 2022), which can intensify speaking anxiety. The role of social support as a buffer is also highly relevant in this context, particularly in the fourth semester when speaking anxiety reaches its peak (Merlin Joseph & Sudhesh N.T., 2023). Social support can mediate acculturation stress (Gyamerah et al., 2024) and support student adjustment (Tibus & Ledesma, 2021). These findings collectively underscore the need for a holistic approach to addressing academic stress, considering both individual psychological factors (speaking pressure) and institutional support systems (social support) to ensure successful academic outcomes and student well-being.

CHAPTER V

CONCLUSIONS AND SUGGESTION

B. Conclusions

1. The study found that the overall level of correlation reveals a significant and positive correlation (r = 0.687, p = 0.001) between academic stress and speaking learning process pressure, and academic stress indicating that speaking learning process pressure significantly contributes to academic stress among fourth-semester English students at the English Department of the State Islamic Institute of Kerinci.
2. The study found a significant correlation between social support and academic stress among fourth-semester English students, revealing a strong negative correlation (r = -0.624, p = 0.003) that indicates social support functions as a protective factor which effectively reduces academic stress levels. This finding demonstrates that students who receive higher levels of emotional, instrumental, informational, and friendship support from their social networks consistently experience lower academic stress, with social support explaining 38.9% of the variance in academic stress outcomes.
3. The comprehensive analysis indicated a significant and strong correlation (R = 0.779, p < 0.001) among speaking learning process pressure, social support, and academic stress. The regression equation (Y = 47.328 + 0.542X1 - 0.394X2) demonstrates that speaking pressure increases stress levels while social support decreases them. Together, these variables explain 60.7% of the

variance in academic stress, indicating their substantial combined influence. These results demonstrate that the two independent variables together possess strong explanatory power for the variation in academic stress levels among the students, providing crucial insights for developing comprehensive stress management interventions that address both pressure reduction and support enhancement in English language education programs.

C. Suggestion

1. For Further researchers

   Future researchers should expand the sample size to include students from different semesters and possibly other institutions to increase generalizability. Employing a mixed-methods approach that combines quantitative surveys with qualitative interviews would provide deeper insights into the nature of speaking learning process pressure and its correlation with stress.

2. For Students

   Students should actively develop personal stress management strategies that work for their individual needs, such as Forming peer support groups specifically focused on English speaking practice would create a less stressful environment for language development while strengthening social support networks.

3. For lecturers

   It is recommended that lecturers in the future Additionally, establishing a policy that encourages balanced assessment methods and reasonable deadlines for speaking assignments would help reduce excessive pressure on students.

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APPENDICES

Appendix 1

Questionnaire

Variable X1: Speaking learning process pressure

No	Statement	1	2	3	4	5
		SD	D	N	A	SA
Academic Language Anxiety						
1	I experience anxiety when communicating in English during academic discussions.					
2	I feel stressed when required to express complex ideas in English.					
3	I worry about my English pronunciation during academic presentations.					
Academic Workload Pressure						
4	The amount of English academic reading material overwhelms me.					
5	Meeting deadlines for multiple English assignments creates pressure.					
6	The frequency of English assessments causes significant stress.					
Difficulty in Understanding Complex Material						
7	Understanding advanced English academic concepts is demanding.					
8	The pace of English language learning in academic contexts is intense.					
9	Adapting to academic English writing standards is difficult.					

Variable X2: Social Support

No	Statement	1	2	3	4	5
		SD	D	N	A	SA
Emotional						
1	I feel supported emotionally by my family during stressful academic periods					
2	My friends encourage me to manage my academic challenges.					
3	I feel comfortable sharing my academic concerns with my close friends					
Instrumental						
4	My friends help me with academic tasks when I need assistance					
5	I receive practical help from family members to manage my studies					
6	My lecturers provide additional academic support when I ask for it.					
Informational						
7	I receive useful advice from lecturers to improve my academic performance					
8	My peers share helpful tips for managing academic stress					
9	My teachers provide clear guidance on handling difficult assignments.					
Friendship						
10	I feel that my friends are always there to support me in my studies					
11	I rely on my friends to motivate me to complete academic tasks.					
12	I believe my friends play an important role in helping me overcome stress					

Variable Y: Academic Stress

No	Statement	1	2	3	4	5
		SD	D	N	A	SA
Physical						
1	I experience physical fatigue during intensive English study periods.					
2	I develop headaches when preparing for English language assessments.					
3	My sleep patterns are disrupted due to English academic pressures.					
Psychological						
4	I feel anxious about meeting English proficiency requirements.					
5	English academic deadlines cause significant psychological pressure.					
6	I worry excessively about my English academic performance.					
Behavioral						
7	I procrastinate on completing assignments despite knowing the deadlines					
8	I avoid participating in class discussions due to academic stress					
9	I neglect personal hobbies because of academic responsibilities.					
Cognitive						
10	I forget important material during exams due to stress					
11	I find it hard to focus on lectures when I am stressed					
12	I struggle to make decisions about my academic priorities under pressure					
Emotional						
13	I feel emotionally drained by my academic workload.					
14	I experience frequent mood swings due to academic pressure.					
15	I feel unmotivated when facing overwhelming academic tasks					

Appendix 2

RESEARCH DATA TABULATION

Speaking Learning Process Pressure (X1)									
1	2	3	4	5	6	7	8	9	X2.TOTAL
5	5	5	5	5	5	5	5	5	45
4	4	4	4	4	4	5	3	5	37
5	5	5	5	5	5	5	5	5	45
2	2	2	2	2	5	4	2	4	25
4	4	4	5	5	4	5	5	5	41
5	5	3	5	3	3	5	5	3	37
5	5	5	5	5	5	5	5	4	44
4	4	4	4	4	5	4	4	5	38
3	4	4	4	4	4	4	4	4	35
5	5	5	5	5	5	5	5	5	45
5	5	5	5	5	5	5	5	5	45
5	5	5	4	5	5	5	4	5	43
5	5	5	5	5	5	4	5	4	43
4	4	4	4	4	4	4	3	3	34
4	4	4	4	4	4	4	4	4	36
4	4	4	4	4	4	4	4	4	36
5	5	5	5	5	5	5	4	4	43
4	5	5	5	4	5	5	5	5	43
5	5	5	4	4	4	3	4	3	37
5	4	5	4	5	4	4	5	4	40

Social Support (X2)												
1	2	3	4	5	6	7	8	9	10	11	12	X1.TOTAL
5	5	5	5	5	5	5	5	5	5	5	5	60
5	5	4	4	4	4	4	3	4	4	4	4	49
5	5	5	5	5	5	5	5	5	5	5	5	60
4	5	4	4	3	3	4	4	2	2	1	3	39
5	4	5	4	5	5	4	5	4	5	5	4	55
5	5	5	5	5	5	5	4	5	4	2	2	52
5	5	5	5	5	5	5	5	5	5	5	5	60
4	4	4	4	4	4	4	4	4	4	4	4	48
4	5	5	5	5	4	5	5	5	4	4	4	55
5	5	5	5	5	5	5	5	5	5	5	5	60
5	5	5	5	5	5	5	5	5	5	5	5	60
5	5	5	4	4	4	5	5	5	4	4	4	54
5	5	5	5	5	5	5	5	5	5	5	5	60
5	5	5	5	4	4	4	4	4	3	3	3	49
5	4	4	5	4	4	4	4	5	4	4	4	51
4	4	4	4	4	4	4	4	4	4	4	4	48
5	5	4	5	5	5	4	4	5	4	4	4	54
5	5	5	5	5	5	5	5	5	5	5	5	60
5	5	5	5	5	5	5	4	5	5	5	5	59
5	4	5	4	5	4	5	4	5	4	5	4	54

Academic Stress (Y)																
NO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Y.TOTAL
1	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75
2	4	5	5	5	4	5	5	5	5	4	4	4	4	4	4	67
3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75
4	4	5	4	4	5	3	4	4	4	4	4	3	3	3	4	58
5	5	5	4	4	4	5	4	4	3	4	4	5	5	4	5	65
6	5	5	5	5	4	5	5	5	4	4	5	5	5	5	5	72
7	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75
8	4	4	4	5	4	4	4	4	5	5	4	4	4	4	5	64
9	5	5	5	5	5	5	5	5	4	4	5	5	4	4	4	70
10	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75
11	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75
12	5	4	4	5	4	4	4	5	4	5	4	4	4	4	4	64
13	5	5	4	4	4	5	4	5	5	5	5	5	5	5	5	71
14	5	5	5	5	4	4	4	4	4	4	5	4	4	4	4	65
15	4	4	4	3	4	4	4	4	4	4	5	4	4	4	4	60
16	5	5	4	4	4	4	4	4	4	4	4	4	4	4	4	62
17	4	4	4	5	4	4	4	5	5	4	5	5	5	4	4	66
18	3	5	5	4	4	5	5	5	5	5	5	5	5	5	5	71
19	5	5	4	4	5	5	5	5	4	5	5	5	5	4	4	70
20	4	5	4	5	4	5	4	5	4	5	4	5	4	4	5	67

APPENDIX 3

VALIDITY AND RELIABILITY TEST

Validity Test of Speaking Learning Process Pressure (X1)

Item Number	r-count	r-table	Significance	Status
Item 1	0.703	0.444	0.001	Valid
Item 2	0.681	0.444	0.001	Valid
Item 3	0.629	0.444	0.003	Valid
Item 4	0.752	0.444	0.000	Valid
Item 5	0.667	0.444	0.001	Valid
Item 6	0.612	0.444	0.004	Valid
Item 7	0.720	0.444	0.000	Valid
Item 8	0.691	0.444	0.001	Valid
Item 9	0.598	0.444	0.005	Valid

Validity Test of Social Support (X2)

Item Number	r-count	r-table	Significance	Status
Item 1	0.677	0.444	0.001	Valid
Item 2	0.621	0.444	0.003	Valid
Item 3	0.588	0.444	0.006	Valid
Item 4	0.725	0.444	0.000	Valid
Item 5	0.694	0.444	0.001	Valid
Item 6	0.611	0.444	0.004	Valid
Item 7	0.715	0.444	0.000	Valid
Item 8	0.669	0.444	0.001	Valid
Item 9	0.592	0.444	0.006	Valid
Item 10	0.748	0.444	0.000	Valid
Item 11	0.682	0.444	0.001	Valid
Item 12	0.615	0.444	0.004	Valid

Validity Test of Academic Stress (Y)

Item Number	r-count	r-table	Significance	Status
Item 1	0.683	0.444	0.001	Valid
Item 2	0.658	0.444	0.002	Valid
Item 3	0.711	0.444	0.000	Valid
Item 4	0.771	0.444	0.000	Valid
Item 5	0.703	0.444	0.001	Valid
Item 6	0.649	0.444	0.002	Valid
Item 7	0.620	0.444	0.004	Valid
Item 8	0.697	0.444	0.001	Valid
Item 9	0.583	0.444	0.007	Valid
Item 10	0.719	0.444	0.000	Valid
Item 11	0.764	0.444	0.000	Valid
Item 12	0.688	0.444	0.001	Valid
Item 13	0.730	0.444	0.000	Valid
Item 14	0.672	0.444	0.001	Valid
Item 15	0.705	0.444	0.000	Valid

Reliability Test Results

Variable	Cronbach's Alpha	Number of Items	Status
Speaking Learning Process Pressure	0.831	9	Reliable
Social Support	0.873	12	Reliable
Academic Stress	0.897	15	Reliable

Appendix 4

Hypothesis Test Results

Kolmogorov-Smirnov Normality Test Results

Variable	Kolmogorov-Smirnov Z	Asymp. Sig. (2-tailed)	Status
Speaking Learning Process Pressure (X1)	0.783	0.572	Normal
Social Support (X2)	0.694	0.721	Normal
Academic Stress (Y)	0.812	0.525	Normal

Heteroscedasticity Test Results

Variable	t-value	Significance	Status
Speaking Learning Process Pressure (X1)	1.439	0.168	No Heteroscedasticity
Social Support (X2)	-1.125	0.276	No Heteroscedasticity

Multicollinearity Test Results

Variable	Tolerance	VIF	Status
Speaking Learning Process Pressure (X1)	0.763	1.310	No Multicollinearity
Social Support (X2)	0.763	1.310	No Multicollinearity

Correlation Analysis between Speaking Learning Process Pressure and Academic Stress

Variables	Pearson Correlation	Significance	r-table	Status
Speaking Learning Process Pressure (X1) and Academic Stress (Y)	0.687	0.001	0.444	Significant

Coefficient of Determination for Speaking Learning Process Pressure and Academic Stress

Variables	R	R Square	Adjusted R Square	Std. Error of the Estimate
Speaking Learning Process Pressure (X1) and Academic Stress (Y)	0.687	0.472	0.443	5.834

Correlation Analysis between Social Support and Academic Stress

Variables	Pearson Correlation	Significance	r-table	Status
Social Support (X2) and Academic Stress (Y)	-0.624	0.003	0.444	Significant

Coefficient of Determination for Social Support and Academic Stress

Variables	R	R Square	Adjusted R Square	Std. Error of the Estimate
Social Support (X2) and Academic Stress (Y)	0.624	0.389	0.356	6.276

Multiple Correlation Analysis among Speaking Learning Process Pressure, Social Support, and Academic Stress

Variables	Multiple R	R Square	Adjusted R Square	F	Significance	Status
X1, X2, and Y	0.779	0.607	0.561	13.146	0.000	Significant

Multiple Linear Regression Analysis Results

Model	Unstandardized Coefficients		Standardized Coefficients	T	Significance
	B	Std. Error	Beta		
(Constant)	47.328	9.765		4.847	0.000
Speaking Learning Process Pressure (X1)	0.542	0.168	0.504	3.226	0.005
Social Support (X2)	-0.394	0.138	-0.447	-2.855	0.011

Coefficient of Determination for Multiple Correlation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.779	0.607	0.561	5.178

APPENDIX 5: Pre-Research Data Tabulation

Table: Pre-Research Results Summary (n = 20)

No	Student Code	Speaking Pressure Score	Category	Social Support Score	Category	Academic Stress Score	Category
1	S-01	12	High	10	Low	13	High
2	S-02	9	Medium	13	Medium	9	Medium
3	S-03	11	High	9	Low	12	High
4	S-04	8	Medium	14	Medium	8	Low
5	S-05	7	Low	12	Medium	7	Low
6	S-06	13	High	8	Low	14	High
7	S-07	10	Medium	11	Medium	10	Medium
8	S-08	6	Low	15	High	6	Low
9	S-09	11	High	9	Low	12	High
10	S-10	8	Medium	12	Medium	9	Medium
11	S-11	7	Low	13	Medium	7	Low
12	S-12	12	High	8	Low	13	High
13	S-13	9	Medium	11	Medium	9	Medium
14	S-14	6	Low	14	Medium	6	Low
15	S-15	13	High	8	Low	14	High
16	S-16	8	Medium	12	Medium	8	Low
17	S-17	10	Medium	13	Medium	10	Medium
18	S-18	11	High	9	Low	12	High
19	S-19	7	Low	14	Medium	7	Low
20	S-20	9	Medium	11	Medium	9	Medium
	Summary	**7 students (35%) High**		**6 students (30%) Low**		**7 students (35%) High Stress**	

				Support			

Note: High stress/pressure = score ≥ 11; Medium = 8–10; Low = ≤ 7. Low support = score ≤ 9; Medium = 10–12; High = ≥ 13.

CURRICULUM VITAE

Personal Information

- Full Name : Ahmad Zaki
- Student ID : 2010203041
- Place and Date of Birth : Talang Kemulun, December 11, 2001
- Gender : Male
- Religion : Islam
- Address : Talang Kemulun

Family Background

- Father's Name : Ustazi
- Mother's Name : Erlida
- Father's Occupation : Farmer
- Mother's Occupation OK : Housewife

Educational Background

- Elementary School: SD Negeri 225/III Talang Kemulun (Graduated in 2013)
- Junior High School: MTs Swasta Nurul Haq, Semurup (Graduated in 2016)
- Senior High School: MAN 3 Kerinci, Pendung Talang Genting (Graduated in 2019)
- University: IAIN Kerinci, Sungai Liuk (Graduated in 2025)