

## REFERENCES

American College Health Association - National College Health Assessment. (2016). Data report of undergraduate student reference group.

Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). *Introduction to research in education*. Cengage Learning.

Barkhuizen, G., Benson, P., & Chik, A. (2013). *Narrative inquiry in language teaching and learning research*. Routledge.

Biggs, A., Brough, P., & Drummond, S. (2017). Lazarus and Folkman's psychological stress and coping theory. *The handbook of stress and health: A guide to research and practice*, 351-364.

Beena Nandakumar & DR. K. V jeeva Rathina (2017). Relatiohship Between Engslih Language Related Academic Stress and English Language Anxiety of Secondary School Students. *The International Journal of Indian Psychology*, 2

Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications.

Creswell, J. W. (2014). Qualitative, quantitative and mixed methods approaches.

Connelly, F. M., & Clandinin, D. J. (2012). Narrative inquiry. In *Handbook of complementary methods in education research* (pp. 477-487). Routledge.

Cresswell, J. W. (2012). Educational research: Planning, conducting, and evaluating quantitative and qualitative research. *Lincoln: Pearson*.

Effendie, N. M. (2014). The Student Wheels Strategy in Teaching Speaking Skills to Cultivate Politeness at Junior High School. *American Journal of Educational Research*, 2(12), 1211-1217.

Flaskerud, J. H. (2012). Coping and health status: John Henryism. *Issues in Mental Health Nursing*, 33(10), 712-715.

Farrell, T. S. (2013). Critical incident analysis through narrative reflective practice: A case study. *Iranian Journal of Language Teaching Research*, 1(1), 79-89.

Gumasing, M. J. J., Barcelon, A. R., Enriquez, K. C. M., & Llasos, N. M. M. Effects of Online Learning Capacity on the Academic Stress of Students: A Case Study during COVID-19 Pandemic.

Hamaideh, S. H. (2011). Occupational stress, social support, and quality of life among Jordanian mental health nurses. *Issues in mental health nursing*, 33(1), 15-23.

Hawanti, S. (2012). *Teachers' knowledge and beliefs about the teaching and learning of English in primary schools in Indonesia* (Doctoral dissertation).

Indonesia, H. P. (2021). Seri Sumbangan Pemikiran Psikologi untuk Bangsa ke-5 Kesehatan Jiwa dan Resolusi Pascapandemi di Indonesia. *Diunduh dari https://himpesi.or.id/web/content/2735*, 8.

Johnston, MP (2017). Secondary data analysis: A method whose time has come. *Qualitative and quantitative methods in libraries*, 3(3), 619-626.

Jebb, A. T., Ng, V., & Tay, L. (2021). A review of key Likert scale development advances: 1995–2019. *Frontiers in psychology*, 12, 637547.

Kurniasih, S. K., Putro, N. H. P. S., & Sudiyono, S. (2020). Analysis of factors of students' stress of the English Language Department. *REID (Research and Evaluation in Education)*, 6(1), 66-77.

Kumaraswamy, N. (2013). Academic stress, anxiety and depression among college students: A brief review. *International review of social sciences and humanities*, 5(1), 135-143.

Kim, J. H. (2015). *Understanding narrative inquiry: The crafting and analysis of stories as research*. Sage publications.

Kupriyanov, R., & Zhdanov, R. (2014). The eustress concept: problems and outlooks. *World Journal of Medical Sciences*, 11(2), 179-185.

KARISMA, L. (2019). STUDENT'S MOTIVATION ON PREPARING THE NATIONAL EXAMINATION OF ENGLISH SUBJECT IN SMP NEGERI 2 PONOROGO ACADEMYC YEAR 2018/2019 (Doctoral dissertation, Universitas Muhammadiyah Ponorogo).

Lukitasari, Desy Rizki (2020) *A narrative inquiry into English teachers' HOT learning-teaching in Senior High Schools*. Skripsi thesis, Sanata Dharma University.

Lal, K. (2014). Academic stress among adolescent in relation to intelligence and demographic factors. *American International Journal of Research in Humanities, Arts and Social Sciences*, 5(1), 123-129.

Moleong, L. J., "Metodologi penelitian kualitatif," 2019.

Mudjia Rahardjo, "Triangulasi Dalam Penelitian Kualitatif," 2010.

Octasya, T., & Munawaroh, E. (2021). Level of academic stress for students of guidance and counseling at Semarang State University during the pandemic. *ProGCouns: Journal of Professionals in Guidance and Counseling*, 2(1).

Rahmadhani, W. (2022). Students' Perceptions of Video Viewing as an Out-of-Class Learning Activity.

Rukajat, A. (2018). Qualitative Research Approach (Qualitative Research Approach). Reissue.

Roopa, S., & Rani, M. S. (2012). Questionnaire designing for a survey. *Journal of Indian Orthodontic Society*, 46(4\_suppl1), 273-277.

Salsabila, Q. A., Aqinari, Z., & Effendi, M. R. (2021). The Effect of the Covid-19 Pandemic on Stress Learning. *Paedagogie: Jurnal Pendidikan dan studi Islam*, 2(02), 59-76.

Sarafino, E. P., & Smith, T. W. (2014). *Health psychology: Biopsychosocial interactions*. John Wiley & Sons.

Tibus, E. D., & Ledesma, S. K. G. (2021). Factors of academic stress: Do they impact English academic performance?. *Int J Eval & Res Educ ISSN*, 2252(8822), 1447.

Zhu, X., Haegele, J. A., Liu, H., & Yu, F. (2021). Academic stress, physical activity, sleep, and mental health among Chinese adolescents. *International Journal of Environmental Research and Public Health*, 18(14), 7257.

Zacharias, N. T. (2016). Narrative data and analysis in Second Language teaching and learning. *Indonesian JELT: Indonesian Journal of English Language Teaching*, 11(2), 101-116.