

CHAPTER IV

CONCLUSION AND SUGGESTION

4.1 Conclusions

This study explored how writing lecturers identify and implement strategies to manage students' academic stress during the writing learning process. This study also contributes a new perspective to the existing body of knowledge on academic stress by exploring it specifically within the context of writing instruction in higher education an area that has received limited empirical attention. Unlike previous studies that predominantly focused on students' psychological symptoms or general stress management, this research highlights lecturers' pedagogical and emotional strategies as the central mechanism in addressing academic stress during the writing learning process. Through a qualitative phenomenological approach involving semi-structured interviews and non-participant observations, the research revealed that lecturers employ a combination of cognitive, affective, and behavioral strategies to reduce students' stress levels. These include diagnostic assessments to identify students' learning difficulties, instructional scaffolding to structure their writing progress, collaborative learning to build peer support, flexible deadlines to accommodate emotional well-being, and personal humanistic approaches to foster empathy and motivation.

The findings indicate that while both lecturers demonstrated awareness and initiative in addressing academic stress, the implementation of these strategies varied in consistency and depth. L2 applied diagnostic and scaffolding techniques more systematically, integrating feedback loops and guided questioning that supported students cognitively and emotionally. L1, on the other hand, exhibited strong humanistic values and empathy in interactions but lacked structured implementation or institutional alignment. Consequently, the study highlights that effective stress management in writing classrooms requires not only personal empathy but also structured

pedagogical planning that integrates emotional intelligence, formative assessment, and reflective practice

Furthermore, the discussion underscores that successful implementation depends on contextual factors such as institutional policy, workload, and time allocation. The synergy between emotional and instructional strategies emerges as the most effective approach, aligning with recent pedagogical research emphasizing *emotionally intelligent teaching*. Therefore, this study concludes that sustainable stress management in academic writing classes can only be achieved through a deliberate combination of structured instructional design and affective responsiveness a balance between cognitive support and emotional presence.

4.2 Suggestions

1. For Lecturer

Writing lecturers should embed diagnostic and scaffolding strategies systematically into their course design rather than applying them informally. Regular formative assessments, explicit feedback rubrics, and structured emotional check-ins are recommended to monitor students' progress and stress levels. Lecturers are also encouraged to attend professional development programs focused on *teacher emotional intelligence* and *reflective pedagogy* to enhance their capacity for managing both the cognitive and affective aspects of teaching writing.

2. For University Stakeholders

Universities should support lecturers through institutional policies that recognize emotional labor as part of teaching. This can include manageable class sizes, scheduled feedback sessions, and counseling support for both students and lecturers. Establishing a *Writing Support Center* or *Academic Well-being Unit* could provide continuous guidance for students struggling with writing-related stress.

3. For Researcher

Further research could extend this study by involving more lecturers or comparing stress-management strategies across different skill areas (e.g., speaking or reading). Employing mixed-methods or longitudinal designs could also capture changes in students' stress levels over time and provide a more comprehensive understanding of how teaching practices influence academic well being. Exploring the integration of technology based scaffolding tools or AI diagnostic systems could offer innovative insights into modern writing pedagogy. Researchers also hope that in the future, similar research will be able to clearly distinguish the common thread between academic stress and stress outside of academic activities that students sometimes bring into the classroom.



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