Students' Perception on Their Boredom During Learning Process in

Classroom at ELED

A Skripsi

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Statement of Authenticity

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responsible for the content of this paper.

Yogyakarta, June 6, 2021

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Motto

"If you have not experienced frustration, do not hope for joy"

Zico

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Table of Content

List of Abbrevation

List of Tables

31. Table 4.23   : Q21. Cognitive approach: self-reminder of not to disappointing parents by failing in the course.

32. Table 4.24   : Q22. Behavioral approach: asking the lecturer for more interesting task with a game.

33. Table 4.25   : Q23. Behavioral approach: asking the lecturer for more interesting task which is not monotonous.

34. Table 4.26   : Q24. Behavioral approach: looking for references of the difficult topics in the course.

35. Table 4.27   : Q25. Behavioral approach: making a small discussing group with classmates.

36. Table 4.28   : Q26. Behavioral approach: making a joke in classroom.

37. Table 4.29   : Q27. Behavioral approach: informing the lecturer when the class getting boring.

38. Table 4.30   : Q28. Cognitive avoidance: thinking or studying another course material.

39. Table 4.31   : Q29. Cognitive avoidance: distract themselves of thinking about break time and when will class be over.

40. Table 2.32   : Q30. Cognitive avoidance: distract themselves of thinking what to do after the class is over.

41. Table 2.33   : Q31. Cognitive avoidance: distract themselves of wondering why time passes slowly.

42. Table 2.34   : Q32. Cognitive avoidance: distract themselves of wondering what they are going to eat after class is over.

Appendices

Appendix 1: Questionnaire

STUDENTS' PERCEPTION ON THEIR BOREDOM DURING LEARNING

PROCESS IN CLASSROOM AT ELED OF UMY

Research Questions:

1. What are the causes of students' boredom in learning process?

2. What strategies used by the students to overcome their boredom in

learning process in the classroom?

Dalam kuisioner ini terdapat beberapa pertanyaan terkait penelitian yang berjudul Students' Perception on their Boredom during Learning Process in Classrom at ELED of UMY

Petunjuk pengisian:

Bacalah dengan seksama dan pikirkan "apakah aku menyetujui pernyataan tersebut?" kemudian isilah dengan tanda (✓) dan jawaban jujur yang sesuai pengalaman dan perasaan anda.

1 = Tidak Pernah

2 = Kadang-Kadang

3 = Sering

4 = Selalu

No	Items	1	2	3	4
1	Saya bosan belajar di kelas ketika tugas di suatu mata kuliah terlalu sulit untuk dikerjakan.				
2	Saya bosan belajar di kelas ketika materi pembelajarannya terlalu sulit untuk dipahami.				

3	Saya bosan belajar di kelas ketika tugas di suatu mata kuliah terlalu mudah untuk dikerjakan.				
4	Saya bosan belajar di kelas ketika suatu materi pembelajarannya terlalu mudah dipahami atau dikuasai.				
5	Saya bosan belajar di kelas ketika suatu mata kuliah selalu melakukan kegiatan yang sama berulang – ulang disetiap pertemuan.				
6	Saya bosan belajar di kelas ketika merasa bahwa mata kuliah tersebut tidak penting untuk kehidupan saya.				
7	Saya bosan belajar di kelas ketika saya teringat adanya aktifitas yang lebih menarik untuk dilakukan dibanding belajar di kelas, sehingga lebih baik saya membolos.				
8	Saya mudah bosan belajar di kelas ketika saya tidak menyukai dosen mata kuliah tersebut.				
9	Saya bosan belajar di kelas jika dosen tidak pernah melibatkan siswanya selama proses pembelajaran di kelas berlangsung.				
10	Saya sering merasa bosan tanpa alasan ketika berada di kelas.				
11	Saya bosan belajar di kelas ketika topik atau materi pembelajarannya tidak menarik bagi saya.				
12	Saya akan cepat bosan belajar di kelas ketika saya sedang memiliki perasaan buruk/*bad mood*.				
13	Saya bosan belajar di kelas ketika seorang dosen mengajar dengan cara yang membosankan hingga membuat mengantuk.				
14	Saya bosan belajar di kelas ketika saya tidak menyukai topik atau materi pada mata kuliah yang saya anggap kurang berguna secara umum.				

15	Saya bosan belajar di kelas ketika durasi mata kuliah tersebut terlalu panjang/lama.				
16	Saya bosan di kelas ketika beberapa teman sekelas terlalu berisik/ membuat gaduh saat proses pembelajaran berlangsung.				
17	Saya memikirkan betapa pentingnya mata kuliah tersebut untuk masa depan saya, sehingga membuat saya mengabaikan rasa bosan ketika belajar di kelas.				
18	Saya memikirkan tentang betapa saya menyukai dan menghormati dosen di kelas, sehingga membuat saya dapat mengabaikan rasa bosan ketika belajar di kelas.				
19	Saya memikirkan tentang berapa banyak biaya yang harus dikeluarkan untuk mata kuliah tersebut, sehingga membuat saya mengabaikan rasa bosan ketika belajar di kelas.				
20	Ketika bosan belajar di kelas, saya memikirkan keinginan saya untuk pindah tempat duduk di sebelah teman yang saya rasa dapat membuat saya lebih fokus dan tetap memperhatikan mata kuliah tersebut.				
21	Ketika mulai bosan belajar di kelas, saya memikirkan untuk tidak mengecewakan orangtua dengan gagal di suatu mata kuliah.				
22	Saya mengusulkan kepada dosen untuk memberikan tugas dengan menyertakan game agar lebih menarik dan tidak membosankan di dalam kelas.				
23	Saya mengusulkan dosen saya untuk memberikan tugas yang tidak monoton atau yang selalu sama seperti pertemuan sebelumnya sehingga proses belajar di kelas tidak membosankan.				
24	Saya mencari referensi baik di buku atau di internet tentang topik atau materi mata kuliah yang sulit untuk mengalihkan rasa bosan ketika belajar di kelas.				

25	Saya membuat berdiskusi kelompok ketika proses belajar di kelas mulai membosankan.				
26	Saya sering membuat lelucon ketika kelas mulai membosankan				
27	Saya memberi tahu dosen ketika kelas mulai membosankan untuk mencegah terjadinya kebosanan dalam proses belajar di kelas.				
28	Saya memikirkan dan belajar materi mata kuliah lain ketika proses belajar di kelas mulai membosankan				
29	Saya memikirkan kapan waktu istirahat atau kapan kelas akan berakhir untuk mengalihkan rasa bosan belajar di kelas				
30	Saya sering memikirkan hal-hal yang akan saya lakukan setelah kelas selesai untuk mengurangi rasa bosan belajar di kelas				
31	Saya sering memikirkan kenapa waktu berjalan sangat lambat untuk mengurangi rasa bosan belajar di kelas				
32	Saya sering membayangkan makanan apa yang ingin saya makan ketika waktu istirahat untuk mengurangi rasa bosan belajar di kelas.				
33	Saya akan mengobrol dengan teman sekelas di sebelah saya ketika proses belajar di kelas mulai membosankan.				
34	Saya akan bermain dan terfokus pada ponsel ketika proses belajar di kelas mulai membosankan.				
35	Saya bermain game di laptop tanpa sepengetahuan dosen saat proses belajar di kelas mulai membosankan.				
36	Saya sering meninggalkan kelas atau bolos ketika proses belajar di kelas mulai membosankan.				
37	Saya mengantuk dan memilih untuk tidur ketika proses belajar di kelas mulai membosankan.				

Appendix 2: Questionnaire construct.

No	Items	Theories
1	Saya bosan belajar di kelas ketika tugas di suatu mata kuliah terlalu sulit untuk dikerjakan.	Dachman, Goetz, and Stupnisky (2011) founded 8 causes of students' boredom. One of the causes is being over challenged. For example, experienced boredom when the difficulty task exceeds a person's skill.
2	Saya bosan belajar di kelas ketika materi pembelajarannya terlalu sulit untuk dipahami.	Dachman, Goetz, and Stupnisky (2011) founded 8 causes of students' boredom. One of the causes is being over challenged for example experienced boredom when the difficulty course material exceeds a person's skill.
3	Saya bosan belajar di kelas ketika tugas di suatu mata kuliah terlalu mudah untuk dikerjakan.	Dachman, Goetz, and Stupnisky (2011) founded 8 causes of students' boredom. One of the causes is being under challenged. For example, when a person's skill exceeds the difficulty task.

4	Saya bosan belajar di kelas ketika suatu materi pembelajarannya terlalu mudah dipahami atau dikuasai.	Dachman, Goetz, and Stupnisky (2011) founded 8 causes of students' boredom. One of the causes is being under challenged. For example, when a person's skill exceeds the difficulty course material.
5	Saya bosan belajar di kelas ketika suatu mata kuliah selalu melakukan kegiatan yang sama berulang – ulang disetiap pertemuan.	Dachman, Goetz, and Stupnisky (2011) founded 8 causes of students' boredom. One of the causes is being bored by unchanging routine. Additionally, based on Dachman, Goetz, and Stupnisky (2014) founded several causes of boredom. One of the causes is characteristic of instruction. For example, the course always follows the same monotonous scheme, everyday over again.
6	Saya bosan belajar di kelas ketika merasa bahwa mata kuliah tersebut tidak penting untuk kehidupan saya.	Dachman, Goetz, and Stupnisky (2011) founded 8 causes of students' boredom. One of the causes is lack of meaning. For example, students are not finding a meaning in learning.

7	Saya bosan belajar di kelas ketika saya teringat adanya aktifitas yang lebih menarik untuk dilakukan dibanding belajar di kelas, sehingga lebih baik saya membolos.	Dachman, Goetz, and Stupnisky (2011) founded 8 causes of students' boredom. One of the causes is having better activities outside. For example, students having a better activity outside than in the classroom.
8	Saya mudah bosan belajar di kelas ketika saya tidak menyukai dosen mata kuliah tersebut.	Dachman, Goetz, and Stupnisky (2011) founded 8 causes of students' boredom. One of the causes is teacher dislike. For example, students disliking the teacher.
9	Saya bosan belajar di kelas jika dosen tidak pernah melibatkan siswanya selama proses pembelajaran di kelas berlangsung.	Dachman, Goetz, and Stupnisky (2011) founded 8 causes of students' boredom. One of the causes is feeling uninvolved.
10	Saya sering merasa bosan tanpa alasan ketika berada di kelas.	Dachman, Goetz, and Stupnisky (2011) founded 8 causes of students' boredom. One of the causes is being bored in general
11	Saya bosan belajar di kelas ketika topik atau materi pembelajarannya tidak menarik bagi saya.	Dachman, Goetz, and Stupnisky (2014) founded several causes of students' boredom. One of the causes is content or topic. For example,

		students ease to get bored when the content or topic is uninterested to them.
12	Saya akan cepat bosan belajar di kelas ketika saya sedang memiliki perasaan buruk/bad mood.	Dachman, Goetz, and Stupnisky (2014) founded several causes of students' boredom. One of the causes is students' personality. For example, students are getting bored when they having a bad mood.
13	Saya bosan belajar di kelas ketika seorang dosen mengajar dengan cara yang membosankan hingga membuat mengantuk.	Dachman, Goetz, and Stupnisky (2014) founded several causes of students' boredom. One of the causes is teacher's personality. For example, students are getting bored when the teacher has a boring teaching method.
14	Saya bosan belajar di kelas ketika saya tidak menyukai topik atau materi pada mata kuliah yang saya anggap kurang berguna secara umum.	Dachman, Goetz, and Stupnisky (2014) founded several causes of students' boredom. One of the causes is the subject or course material. For example, students are getting bored when they do not like the course material because it is pointless lesson in general.

15	Saya bosan belajar di kelas ketika durasi mata kuliah tersebut terlalu panjang/lama.	Dachman, Goetz, and Stupnisky (2014) founded several causes of students' boredom. One of the causes is institutional causes. For example, students are getting bored when the duration of the lesson is too long.
16	Saya bosan di kelas ketika beberapa teman sekelas terlalu berisik/ membuat gaduh saat proses pembelajaran berlangsung.	Dachman, Goetz, and Stupnisky (2014) founded several causes of students' boredom. One of the causes is fellow students. For example, students are getting bored when their classmates are too noisy.
17	Saya memikirkan betapa pentingnya mata kuliah tersebut untuk masa depan saya, sehingga membuat saya mengabaikan rasa bosan ketika belajar di kelas.	Nett, Goetz, and Daniels (2010) reveals that cognitive approach strategies refer to students thinking differently to change their perception of the situation. For example, students reminding themselves about the importance of a lesson for their future.
18	Saya memikirkan tentang betapa saya menyukai dan menghormati dosen di kelas, sehingga	Nett, Goetz, and Daniels (2010) reveals that cognitive approach strategies refer to students thinking differently to change their perception

	membuat saya dapat mengabaikan rasa bosan ketika belajar di kelas.	of the situation. For example, students thinking about how much he or she likes and respect the lecturer.
19	Saya memikirkan tentang berapa banyak biaya yang harus dikeluarkan untuk mata kuliah tersebut, sehingga membuat saya mengabaikan rasa bosan ketika belajar di kelas.	Nett, Goetz, and Daniels (2010) reveals that cognitive approach strategies refer to students thinking differently to change their perception of the situation. For example, students reminding themselves about how much the tuition fees must be incurred.
20	Ketika bosan belajar di kelas, saya memikirkan keinginan saya untuk pindah tempat duduk di sebelah teman yang saya rasa dapat membuat saya lebih fokus dan tetap memperhatikan mata kuliah tersebut.	Nett, Goetz, and Daniels (2010) reveals that cognitive approach strategies refer to students thinking differently to change their perception of the situation. For example, students thinking about their desire to move and sit next to a friend who they can rely on to keep focus and pay attention to the lesson.
21	Ketika mulai bosan belajar di kelas, saya memikirkan untuk tidak mengecewakan orangtua dengan gagal di suatu mata kuliah.	Nett, Goetz, and Daniels (2010) reveals that cognitive approach strategies refer to students thinking differently to change their perception

		of the situation. For example, students thinking about not to disappointing their parents by failing in the course
22	Saya mengusulkan kepada dosen untuk memberikan tugas dengan menyertakan game agar lebih menarik dan tidak membosankan di dalam kelas.	Nett, Goetz, and Daniels (2010) reveals that behavioural approach refer to the students taking actions to change the situation. For example, students asking their teacher for more interesting task by asking for a task game.
23	Saya mengusulkan dosen saya untuk memberikan tugas yang tidak monoton atau yang selalu sama seperti pertemuan sebelumnya sehingga proses belajar di kelas tidak membosankan.	Nett, Goetz, and Daniels (2010) reveals that behavioural approach refer to the students taking actions to change the situation. For example, students asking their teacher for more interesting task by asking for not using monotonous task or too repetitive task
24	Saya mencari referensi baik di buku atau di internet tentang topik atau materi mata kuliah	Nett, Goetz, and Daniels (2010) reveals that behavioural approach refer to the students taking actions to change the situation. For example,

	yang sulit untuk mengalihkan rasa bosan ketika belajar di kelas.	students looking for references either in books or in internet about the topics that cause some difficulty in the course.
25	Saya membuat berdiskusi kelompok ketika proses belajar di kelas mulai membosankan.	Nett, Goetz, and Daniels (2010) reveals that behavioural approach refer to the students taking actions to change the situation. For example, students making a small discussing group when the learning process in classroom getting boring.
26	Saya sering membuat lelucon ketika kelas mulai membosankan	Nett, Goetz, and Daniels (2010) reveals that behavioural approach refer to the students taking actions to change the situation. For example, students making a joke when the class getting boring.
27	Saya memberi tahu dosen ketika kelas mulai membosankan untuk mencegah terjadinya kebosanan dalam proses belajar di kelas.	Nett, Goetz, and Daniels (2010) reveals that behavioural approach refer to the students taking actions to change the situation. For example, students who simply informing their teacher when the class is getting boring.

28	Saya memikirkan dan belajar materi mata kuliah lain ketika proses belajar di kelas mulai membosankan	Nett, Goetz, and Daniels (2010) reveals that cognitive avoidance strategies refer to the students think about something not associated to the lesson. For example, thinking or studying other course material.
29	Saya memikirkan kapan waktu istirahat atau kapan kelas akan berakhir untuk mengalihkan rasa bosan belajar di kelas	Nett, Goetz, and Daniels (2010) reveals that cognitive avoidance strategies refer to the students think about something not associated to the lesson. For example, students thinking about the break time or when will the class is over to distract themselves being bored in class.
30	Saya sering memikirkan hal-hal yang akan saya lakukan setelah kelas selesai untuk mengurangi rasa bosan belajar di kelas	Nett, Goetz, and Daniels (2010) reveals that cognitive avoidance strategies refer to the students think about something not associated to the lesson. For example, students wondering the activity they will do after the class is over.
31	Saya sering memikirkan kenapa waktu berjalan sangat lambat untuk mengurangi rasa bosan belajar di kelas	Nett, Goetz, and Daniels (2010) reveals that cognitive avoidance strategies refer to the students think about something not associated to the lesson. For example, students wondering why time passes slowly.

32	Saya sering membayangkan makanan apa yang ingin saya makan ketika waktu istirahat untuk mengurangi rasa bosan belajar di kelas.	Nett, Goetz, and Daniels (2010) reveals that cognitive avoidance strategies refer to the students think about something not associated to the lesson. For example, students wondering what he or she want to eat in the break time.
33	Saya akan mengobrol dengan teman sekelas di sebelah saya ketika proses belajar di kelas mulai membosankan.	Nett, Goetz, and Daniels (2010) reveals that behavioural avoidance strategies refer to students distract themselves from boring situation by doing something else. For example, students having a chatting with their classmate.
34	Saya akan bermain dan terfokus pada ponsel ketika proses belajar di kelas mulai membosankan.	Nett, Goetz, and Daniels (2010) reveals that behavioural avoidance strategies refer to students distract themselves from boring situation by doing something else. For example, playing and focus on their mobile phones during learning process in the classroom.

35	Saya bermain game di laptop tanpa sepengetahuan dosen saat proses belajar di kelas mulai membosankan.	Nett, Goetz, and Daniels (2010) reveals that behavioural avoidance strategies refer to students distract themselves from boring situation by doing something else. For example, students pretend to study by playing a game on their pc during learning process in the classroom.
36	Saya sering meninggalkan kelas atau bolos ketika proses belajar di kelas mulai membosankan.	Nett, Goetz, and Daniels (2010) reveals that behavioural avoidance strategies refer to students distract themselves from boring situation by doing something else. For example, students often leaving the class
37	Saya mengantuk dan memilih untuk tidur ketika proses belajar di kelas mulai membosankan.	Nett, Goetz, and Daniels (2010) reveals that behavioural avoidance strategies refer to students distract themselves from boring situation by doing something else. For example, students prefer to sleep

Appendix 3: The causes of students' boredom during learning process in classroom.

		RQ1.1	RQ1.2	RQ1.3	RQ1.4	RQ1.5	RQ1.6	RQ1.7	RQ1.8	RQ1.9	RQ1.10	RQ1.11	RQ1.12	RQ1.13	RQ1.14	RQ1.15	RQ1.16
N	Valid	140	140	140	140	140	140	140	140	140	140	140	140	140	140	140	140
	Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mean		2.62	2.70	1.94	1.86	2.41	1.96	1.98	2.35	2.14	2.44	2.36	2.70	2.56	1.99	2.86	2.53
Median		3.00	3.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	3.00	3.00	2.00	3.00	2.50
Mode		3	2	2	1	2	2	2	2	2	2	2	3	2[a]	2	3	2
Std. Deviation		.673	.793	.815	.833	.758	.826	.800	.864	.702	.761	.769	.811	.789	.710	.712	.809
Skewness		.193	.241	.281	.488	.371	.689	.381	.339	.439	.270	.251	.028	.053	.388	-.040	.072
Std. Error of Skewness		.205	.205	.205	.205	.205	.205	.205	.205	.205	.205	.205	.205	.205	.205	.205	.205
Range		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Minimum		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Maximum		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Sum		367	378	271	261	337	275	277	329	299	341	330	378	359	278	401	354

Appendix 3: The strategies used by students to overcome their boredom during learning process in classroom.

		RQ2.17	RQ2.18	RQ2.19	RQ2.20	RQ2.21	RQ2.22	RQ2.23	RQ2.24	RQ2.25	RQ2.26	RQ2.27	RQ2.28	RQ2.29	RQ2.30
N	Valid	140	140	140	140	140	140	140	140	140	140	140	140	140	140
	Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mean		2,50	2,66	2,54	2,34	2,96	1,83	1,74	2,46	2,21	1,96	1,64	2,01	2,64	2,69
Median		2,00	3,00	2,00	2,00	3,00	2,00	2,00	2,00	2,00	2,00	2,00	2,00	3,00	3,00
Mode		2	2	2	2	2	2	2	2	2	2	2	2	2	2
Std. Deviation		0,827	0,819	0,925	0,820	0,852	0,804	0,703	0,799	0,747	0,728	0,658	0,739	0,702	0,750
Skewness		0,233	0,295	0,171	0,398	-0,073	0,743	0,659	0,247	0,048	0,406	0,688	0,302	0,519	0,382
Std. Error of Skewness		0,205	0,205	0,205	0,205	0,205	0,205	0,205	0,205	0,205	0,205	0,205	0,205	0,205	0,205
Range		3	3	3	3	3	3	3	3	3	3	3	3	3	3
Minimum		1	1	1	1	1	1	1	1	1	1	1	1	1	1
Maximum		4	4	4	4	4	4	4	4	4	4	4	4	4	4
Sum		350	373	355	328	415	256	244	345	310	274	230	282	369	376

		RQ2.31	RQ2.32	RQ2.33	RQ2.34	RQ2.35	RQ2.36	RQ2.37	RQ2.31	RQ2.32	RQ2.33
N	Valid	140	140	140	140	140	140	140	140	140	140
	Missing	0	0	0	0	0	0	0	0	0	0
Mean		2,60	2,46	2,52	2,49	1,84	1,66	1,73	2,60	2,46	2,52
Median		3,00	2,00	2,00	2,00	2,00	2,00	2,00	3,00	2,00	2,00
Mode		2	2	2	2	1	2	1	2	2	2
Std. Deviation		0,728	0,772	0,877	1,014	0,842	0,643	0,728	0,728	0,772	0,877
Skewness		0,327	0,431	0,193	0,146	0,379	0,461	0,582	0,327	0,431	0,193
Std. Error of Skewness		0,205	0,205	0,205	0,205	0,205	0,205	0,205	0,205	0,205	0,205
Range		3	3	3	3	3	2	3	3	3	3
Minimum		1	1	1	1	1	1	1	1	1	1
Maximum		4	4	4	4	4	3	4	4	4	4
Sum		364	344	353	349	258	232	242	364	344	353