

Chapter One

Introduction

The researcher divides this chapter into seven parts. Firstly, it discusses about background of the study. Then the next part talked about identification of the problem. The following part presents about statement of the problem. The next part elaborates the research questions and the objective of the research. The researcher also explains about the significance of this research.

Background of the Study

Teaching and learning process are important activities in educational context that carried out between teacher and students to interact when they meet in every meeting. In teaching and learning process, the teacher will give the material or lesson that have been planned for their students and the students have an obligation to understand well the material to achieve their goals in learning process. At this point, the teacher is such an important role model for their students because the teacher has the responsibility to make the teaching and learning process goes well. Besides, the teacher should provide the obvious and well-planned materials to their students and teacher should be able to make their students always pay attention and understand well the explanation of the material from the teacher. The teacher also must ensure that the material must be arranged in accordance with the curriculum before it is delivered to their students. In addition, the role of students is also important to help themselves achieve their goals in learning process in the classroom.

However, there are several factors which make learning process does not go well. One of the factors is the students' boredom in learning process in the classroom. Thus, the boredom can have an impact on students to achieve a successful learning process. According to Larson and Richards (1991) when students spend the time in the class, they experience boredom during 32% of the time spent in the classroom during learning process. On the other hand, Nett, Goetz, and Hall (2011) asserted that the students experienced level of boredom during 58% of the time spent in mathematic class.

Boredom also can have a negative effect to students during learning process in classroom. Barnett (2005) reveals that in particular, the effects of boredom beyond the negative affective experience for students. In addition, based on Pekrun, Goetz, Daniels, Stupnisky, and Perry (2010) the effects of boredom are associated with lower academic achievement. Besides, Wegner, Flisher, Chikobvu, Lombard, and King (2008) asserted that the effects of boredom are also associated with high level of students dropping out of the school.

Boredom is basically the feeling of lack of interested to doing something in the certain situation because several factors. In fact, theoretically, there is no definite meaning of boredom, but there are several definitions about boredom from some experts. One of the definitions of boredom based on Pekrun, Goetz, Daniels, Stupnisky, and Perry (2010) boredom is defined as an affective state composed of unpleasant feelings, lack of stimulation, and low physiological arousal. Furthermore, based on psychology come from Weinerman and Kenner (2016) boredom is defined as a characteristic of the person or state emotional.

Boredom is often experienced by students during learning process in the classroom and it is really dangerous because it will affect or disrupt the students' goals in learning process. There are not so many students and teachers aware about the boredom during learning process in the classroom. Furthermore, as we know that the effects of boredom during learning process are really dangerous for students. But still, there is not much research which talk about students' boredom during learning process in the classroom to help them out. According to Pekrun, Goetz, Daniels, Stupnisky, and Perry (2010) despite it is importance for students' learning, academic achievement, and well-being, boredom is still being ignored in educational research.

Based on the researcher's experience during learning English at English Language Education Department (ELED). The researcher often found that there are some students felt bored during learning process in the classroom. Besides, this case was also found when the researcher teaches the elementary school students in internship program. The researcher aware that there are some indications of students' boredom during learning process in the classroom. The several indications namely the students pay less attention during learning process in the classroom, students get easily to sleep in the classroom during learning process, students do not understand what the teacher explained, students are too often asked when the lesson will over or asked about the break time. Goetz, Frenzel, and Pekrun (2007) asserted that some students are bored during almost half of each lesson on average. Besides, based on the researcher's experiences, the things that make students feeling bored during learning process in the classroom

are when the teacher talked too much and do less activity, and students' poor mental condition also caused the boredom. Actually, there are no specific causes of boredom because every student has their own perspective about the nature of boredom and the strategies to overcome the boredom because boredom occurs depends on the students themselves.

Students' boredom is dangerous for students to achieve their goals in learning process. The researcher believes that there are several factors that cause students to get bored easily during learning process in the classroom. The researcher expected that one of the factors might come from the teacher's teaching method. In this problem, the teacher should be aware of the existence of feelings of boredom during learning process in the classroom. The teachers should be creative while teaching their students to minimize students' boredom during learning process in the classroom.

Talking about creative, the teacher can make in dept communication with students to know what the best teaching method they want. Therefore, both teacher and students will know the strategies how to reduce the feelings of boredom of students during learning process in the classroom. One of the strategies to reduce feelings of boredom of students during learning process in the classroom is the teacher can create the lesson become fun and interesting with do a lot activity in the lesson. Pekrun (2006) stated that some educator believe that feeling happy can influence the motivation to learn, self-regulation, and students' performance. In addition, based on Schiefele (2012) a happy feeling throughout learning process is a good foundation to engage in educational context. Besides,

the nature of boredom also come from the students themselves. So, the role of students is also important to minimize the occurrence of boredom during learning process in the classroom. The students should know the reasons why they easily to get bored during learning process to know how to overcome their boredom.

Therefore, to help students solve the problem of being bored during learning process in classroom, this research analysed the rate of several causes of students' boredom based on students' perception. Besides, this research also will analyse some strategies which are regularly used by the students to overcome their boredom during learning process in the classroom.

Identification of the Problem

Based on the background of study, there are several problems in this research such as the causes of students' boredom. At this point, the feeling of bored during learning process is when students cannot focus or pay less attention to the lesson and it makes them do not understand what their teacher explains so that makes it difficult for students to achieve their goals in learning process. Based on the researcher's experience during study in ELED, the researcher often found some students indicated boredom during learning process in the classroom. For example, some of them spend their time on mobile phone instead of paying attention to the lecturer, and some of them having a small talk or simply telling a friend next to him or her that they are getting bored. In this case, it is still unknown what the causes of students' boredom during learning process in the classroom. That is one of the reasons why the researcher interested to analyze the students' perception about their boredom during learning process in the classroom.

The next problem is what strategies can be used by students to overcome their boredom during learning process in the classroom. There are many students still do not know why they are getting bored during learning process in the classroom. Students also still do not aware of what the effective strategies to overcome their boredom. The researcher believes that there are several strategies to overcome the feelings of boredom during learning process in the classroom. Therefore, the researcher is interesting to analyze and find some strategies to solve the problem. Since there is no much previous research conducted addressing this case, so the researcher wanted to conduct a research about students' boredom during learning process in classroom based on their perspective.

Another problem deals with nature of boredom. Questions can be raised in term of the construct of the boredom whether it is a single unity or heterogenous (Elpidorou, 2020). The opinions on the boredom are varied as one expert says that boredom is just a nature of single emotional state. The problem can also relate to the effects of the boredom. Boredom may have effects on students learning achievement, and their enjoyment in the process of learning in the classroom (Reindl, Tulis, & Dresel, 2018). Based on Reindl, Tulis, & Dresel (2018) also revealed that boredom have an effect on the students' learning behaviors in the classroom. The effected behaviors of students can then lead the students to have bad experiences in learning that may end to the failures in achieving learning objective.

Delimitation of the Problem

Due to many issues that are connected to boredom, the researcher delimits this study to focus on the cause of students' boredom and the strategies used by students to overcome the boredom the students face. The researcher was interested to analyze students' boredom during learning process in classroom based on their perspective.

Research Question

The research questions of the study are:

1. How students rate the causes of students' boredom during learning process in classroom?
2. How regularly do students used strategies to overcome their boredom during learning process in classroom?

Objective of the Research

The objectives of the research are:

1. To identify the rate of the causes of students' boredom during learning process in classroom.
2. To find out how regularly students used several strategies to overcome their boredom in learning process in the classroom.

Significance of the Research

This research has four significance of study that are pointed out and provide the valuable contribution to the lecturers, students, researcher, and the other researcher.

Lecturers. This research is expected will give the teacher more information about what the causes of students' boredom during learning process in classroom and the effective strategy to reduce the students' boredom during learning process in the classroom.

Students. The result of this research reveals the strategies can be used by students to solve various causes of their boredom during learning process in classroom. Therefore, the researcher expects that this research can help students with lack of knowledge about the kind of effective strategies can be used by them to overcome their boredom in learning process in classroom.

The Researcher. This research contains a part of the causes of students' boredom in learning process in the classroom and the result of this research is expected can be used as additional information for teaching and learning process in the future.

Future researchers. The result of this research is expected can be used as references for the next researchers who want to conduct similar research. Besides, this research provides the information about the several strategies and causes of students' boredom. This information is expected can help the other researchers to teach easily during learning process in classroom in the future.

The Organization of the Chapters

This study consists of five chapters, namely Introduction, Literature Review, Research Methodology, Finding and Discussion, and Conclusion.

Chapter one is talking about the Introduction of the Research. This chapter consist of Background of the Study, Limitation of the Problem, Research Questions, Objectives of the Research, and the last part is Significance of the Research and Outline of the Research.

Chapter two explains about Literature Review. In this chapter will be presents some explanations of the variable used in this study and some theory related with students' boredom in learning process.

Chapter three discusses about Research Methodology. In this chapter will tell what the research design of this study. This chapter also discuss about method, instrument, participants, settings and data gathering technique.

Chapter four reveals the findings and discussion of the result of this study. The discussion will answer the research questions about the causes of students' boredom in learning process and what are strategies can be used by students to overcome their boredom in learning process in classroom.

Chapter five deals with the conclusion that answer the research questions followed by the recommendation. and the recommendation. The conclusion is useful to conclude the research findings and the recommendation will be useful for lecture, students, and the other researcher.