



**STUDENTS' READING BOREDOM COPING STRATEGIES AND
READING PERFORMANCE: FROM GENDER PERSPECTIVE ACROSS
PROFICIENCY LEVEL**

SKRIPSI

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ABSTRACT

Wisayah, Nidya. 2024. *Students' Reading Boredom Coping Strategies and Reading Performance: From Gender Perspective*. Undergraduate Thesis, English Education Department Faculty of Teacher Training and Education University of Islam Malang. Advisor I: Diah Retno Widowati S.Pd., M.Pd ; Advisor II; Mochammad Imron Azami, M.Ed .

Keywords : Reading, boredom coping strategies, performance

Reading is considered as beneficial and motivating language skill required to achieve English proficiency. Despite of its importance, mastering the reading skill is challenging, because it requires good ability to comprehend the meaning from the texts. According to OECD, there are still many students across the world are reported to have little interest in reading and lacking motivation to read, one dominant factor affecting reading interest and motivation is reading boredom. Therefore, it is important to conduct study concerning reading boredom coping strategies and its effect on reading performance based on gender perspective.

This study was conducted using qualitative approach and descriptive design. The study was implemented on 4 students consisting of high achiever and a low achiever from both gender, male and female students. The data was collected through interview and transcribing the data. The collected data then analyzed using qualitative data analysis that includes data reduction, organization, display and interpretation to answer the research questions.

According to the study, although students' experiences with reading boredom varied, they all have a propensity to give up reading out of boredom. For content related factors high achievers stated that it has an impact on reading boredom. In terms of reading purpose, male students read for pleasure, whereas female students read with specific goals in mind, while for psychological factors impact all students, exceptional performers are not impacted by boredom but rather by assignments. High achievers deal with boredom more often, yet they still have difficulties. Male students believe that reading performance is determined by their reading activities, while female students believe that reading achievement influences grades.

ABSTRAK

Wisayah, Nidya. 2024. Strategi Mengatasi Kebosanan Membaca Siswa dan Kinerja Membaca: Dari Perspektif Gender. Skripsi, Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Malang. Pembimbing I : Diah Retno Widowati S.Pd., M.Pd ; Penasihat II; Mochammad Imron Azami, M.Ed.

Kata Kunci : Membaca, strategi mengatasi kebosanan, kinerja

Membaca dianggap sebagai keterampilan bahasa yang bermanfaat dan memotivasi yang diperlukan untuk mencapai kemahiran berbahasa Inggris. Meski penting, penguasaan keterampilan membaca merupakan suatu tantangan, karena memerlukan kemampuan yang baik dalam memahami makna teks. Menurut OECD, masih banyak siswa di seluruh dunia yang dilaporkan memiliki sedikit minat membaca dan kurang motivasi membaca, salah satu faktor dominan yang mempengaruhi minat dan motivasi membaca adalah kebosanan membaca. Oleh karena itu, penting untuk melakukan kajian mengenai strategi mengatasi kebosanan membaca dan pengaruhnya terhadap kinerja membaca berdasarkan perspektif gender.

Penelitian ini dilakukan dengan menggunakan pendekatan kualitatif dan desain deskriptif. Penelitian dilaksanakan pada 4 orang siswa yang terdiri dari siswa berprestasi tinggi dan siswa berprestasi rendah baik dari jenis kelamin, siswa laki-laki maupun perempuan. Pengumpulan data dilakukan melalui wawancara dan transkripsi data. Data yang terkumpul kemudian dianalisis menggunakan analisis data kualitatif yang meliputi reduksi data, pengorganisasian, penyajian dan interpretasi untuk menjawab pertanyaan penelitian.

Menurut penelitian, meskipun pengalaman siswa dalam menghadapi kebosanan membaca bervariasi, mereka semua mempunyai kecenderungan untuk berhenti membaca karena bosan. Untuk faktor terkait konten, para peraih prestasi tinggi menyatakan berdampak pada kebosanan membaca. Dalam hal tujuan membaca, siswa laki-laki membaca untuk kesenangan, sedangkan siswa perempuan membaca dengan tujuan tertentu, sedangkan untuk faktor psikologis berdampak pada semua siswa, kinerja luar biasa tidak dipengaruhi oleh kebosanan melainkan oleh tugas. Orang yang berprestasi tinggi lebih sering menghadapi kebosanan, namun mereka tetap mengalami kesulitan. Siswa laki-laki percaya bahwa prestasi membaca ditentukan oleh aktivitas membaca mereka, sedangkan siswa perempuan percaya bahwa prestasi membaca mempengaruhi nilai.

CHAPTER I

INTRODUCTION

This chapter covers a few topics that are pertinent to the subject. These comprise the study's history, the research problem, the goal of the investigation, its importance, its scope, and its constraints.

1.1 Background of the Study

Reading is a complex cognitive undertaking. Reading requires sophisticated cognitive abilities. Information must be integrated both inside and across text units, which might range from a single word to phrases and sentences, paragraphs and chapters, entire articles, and books. Reading is the most beneficial and motivating of the four abilities needed to attain English proficiency. Students who read with comprehension and response in mind can better understand and respond to texts (Ni'mah & Sholihah, 2022). There has been much testing of the cognitive aspects of reading comprehension. Students can develop their critical thinking skills by reading books to acquire reading comprehension. (Yunus & Ubaidillah, 2021). While reading may give pupils essential knowledge and information, mastering the skill of reading is difficult, especially when it comes to complicated English literature. Because comprehension necessitates negotiating meaning while reading the texts. The process of comprehending the correspondence between written symbols and spoken language is known as word recognition. Understanding includes making sense of words, phrases, and related material (Roziqin et al., 2023).

Effective reading is crucial for second language proficiency because it is the foundation for all other language-learning courses (Ni'mah & Umamah,

2020). Many kids and teenagers show little interest in and drive for reading (OECD, 2017); 40% of pupils, drawn from a sample of 50 countries, said they were only “somewhat” or “less than” interested in their reading classes on average (PIRLS, 2016). Additionally, many students still do not read at the levels required for success in the classroom and the workplace in the future, even though reading competence has grown significantly over the previous 20 years. At the same time, motivated children demonstrate greater reading comprehension and overall reading success across grade levels and ethnic and cultural backgrounds (Schiefele et al., 2012). Another way to look at the problem of improving reading achievement is to ask how educators and universities might help students become more motivated readers.

Because of this, pupils cannot read for extended periods and have access to engaging, varied texts, such as books, articles, websites, and other materials. Furthermore, as previously mentioned, kids out to be allowed to select books for independent reading that are appropriate for their current reading level. Teachers or librarians should make sure that information texts are easy to use and provide relevant, current, and aesthetically pleasing content. In addition to the significance of reading interest, it is vital to keep in mind that reading habits are another significant component that influences reading ability since they may improve students' reading frequency and performance in any setting (Safrina, 2021).

In addition, another problem that becomes an important point related to reading is boredom. Academically speaking, boredom is defined as an inside feeling, motive, mood, or mental experience that can be benign, harmful, or even painful. It arises when one perceives one's surroundings as undemanding, boring,

and uninteresting. In their definition, Li et al. characterize boredom as an unpleasant feeling connected to low levels of activity brought on by challenging activities.

When not participating in an activity that is continuing is interpreted as a sign of disengagement, boredom sets in. Certain studies have indicated that the monotonous nature of teacher-controlled activities, students' unfavorable attitude toward the target language, incapacity to handle dull situations, and low teacher engagement are likely causes of boredom. As was previously mentioned, students employ a range of coping strategies to deal with the detrimental impacts of boredom in addition to simply feeling bored (Eren, 2013). Interestingly, previous studies paid little attention to how pupils dealt with boredom (Eren & Coskun, 2016). This may be related to the absence of a thorough theoretical framework that addresses the coping mechanisms pupils use to deal with boredom. To address the aforementioned gap, Nett et al. (2010) created a theoretical framework based on students' boredom coping mechanisms. The four categories into which they separated the coping mechanisms for boredom were cognitive approach, behavioral approach, cognitive avoidance, and behavioral avoidance. Cognitive-approach strategies require a person to change their views about the boring situation, such as telling themselves to focus on the activity again. In contrast, behavioral-approach strategies require a person to change the uninteresting situation, such as suggesting that the teacher vary the lessons (Nett et al., 2010).

There are connections and relationships between reading and reading comprehension. A reading exercise has to involve comprehension to be successful. Reading comprehension is thought to be the fundamental cognitive

component of reading. This suggests that reading comprehension is an essential reading ability. Making sense of a text through reading comprehension involves decoding the text and gaining a general grasp of the piece. Reading comprehension happens when the reader absorbs the author's message. Thus, understanding is a crucial component of reading as a talent, and reading comprehension is the process of drawing meaning from written content. It is evident that fundamental decoding techniques are crucial for understanding and that readers employ them in conjunction with more intricate meaning-generating processes (Bojovic, 2010).

The results of research that have shown variations in reading proficiency between gender groupings are less certain. Researchers have observed differences in reading achievement between boys and girls, according to a variety of explanations. These findings show a continuing disagreement and differ greatly from one another. Along with other variables including IQ, study habits, self-concept, creativity, aptitude, hobbies, reading culture, and parental socioeconomic level, gender has been demonstrated to have a significant impact on kids' academic performance and activities (Olanipekun & Zaku, 2013). This issue's two articles address the significant issues of gender disparities and reading performance stereotypes. Disparities in the age and gender of Danish primary school children using different strategies for single-digit addition from year one to year four. The study, which employed an interview-based technique of evaluation, discovered significant gender variations in the development of single-digit addition as well as in the strategies used; girls used more counting than boys did direct retrievals and derived facts. The same authors' follow-up study confirmed

the findings, which point to a common tendency among Danish primary school pupils (Sayers, 2020).

Numerous researchers have carried out comparable studies. Shehzad et al. (2010) was one of them, explaining that this study examines the association between reading ennui and reading comprehension ability by using reading boredom coping mechanisms as a mediator. The research design used for this study was cross-sectional and correlational, together with a quantitative research technique. A reading comprehension exam and questionnaires were utilized to gather information from 306 Saudi EFL students. The results demonstrated a strong but inverse association between reading comprehension skills and ennui during reading. Additionally, there was a positive and substantial correlation found between reading ennui and coping mechanisms for it. Additionally, there was a strong and positive correlation between reading comprehension performance and boredom coping mechanisms. Lastly, the results showed that the relationship between boredom and reading comprehension ability was modulated by reading boredom coping techniques. Based on the previously published results, numerous recommendations were made for EFL students, teachers, and policymakers.

As previously mentioned, there is currently a lack of research on the relationship between students' reading boredom coping strategies and their gender-perspective reading performance. Therefore, based on all the relevant statements, the researcher intends to examine this relationship.

1.2 Research Problem

The following formulation of the problem in this research is based on the discussed issue: How Do Students' Solve Their Boredom When Reading: From A Gender Perspective in the Second Semester of English Education Students at the Universitas Islam Malang?

1.3 The objective of the Research

Concerning the problem stated, the objective of this research is to analyze Students' Reading Boredom Coping Strategies And Reading Performance: From a Gender Perspective in the second semester in English education students of the English education department at the University of Islam Malang.

1.4 Significance of Research

While a review of pertinent boredom studies supports the idea that boredom is a negative and deactivating sensation, and although students often experience it, no synthesis of empirical evidence on Students' Reading has been done. Research has been done on the topic of boredom coping strategies and reading performance: from a gender perspective. Given the two competing views on the meaning of boredom in literature and traditional beliefs, it is imperative to comprehend the overall pattern. According to Belton (2008), some people think that boredom has negative effects, such as lowering intrinsic desire, especially when it comes to reading. Therefore, the primary objective of this study was to determine the degree to which reading boredom coping mechanisms and habits are related to outcomes (a combination of motivation, learning strategies, and accomplishment). English lecturers will benefit practically from this research.

1.5 Scope and Limitation of the Study

The Universitas Islam Malang's second-semester English education students are the subject of the study. This research has various shortcomings. First, the researcher only looks at students receiving English instruction. Children in English schooling were chosen because they were more at ease speaking the language in the classroom. The reason for this is that they sporadically have to write reports in English. Second, the researcher only performed a validity test using the prior researcher's interview protocol because of time restrictions.

1.6 Definition of Key Terms

1.1.1 Reading boredom

The term "reading boredom" in this study is defined as a feeling of temporary discontent, disengagement, and attention deficiency towards reading activities. It is thought of as boredom as an accomplishment emotion that involves unpleasant sensations that weaken psychological awareness (Pekrun et al., 2010) as well as disinterest and difficulties focusing throughout an undertaking or activity (Nett et al., 2010). On the other hand, indifference is seen as a neutral emotion. Thus, it should be highlighted that boredom is an intellectual feeling that needs further research, particularly in the area of reading.

1.1.2 Reading Comprehension

Reading comprehension in this study refers to the ability of 2nd semester students of English department at the university of Islam Malang to understand the message contained in the text. It is corroborated by Harris and Smith (2002), who contend that the four cognitive processes of identification, analysis, assessment, and application constitute the foundation of reading competency. (1)

The process of locating the author's message is referred to as "identifying." (2) Reading an analysis requires readers to segment the material according to its organization. (3) In evaluating, readers are asked to weigh the importance of the knowledge they take away from the text and decide whether or not it relates to their reading objective. (4) Applying refers to how readers make use of the information, meanings, messages, and/or knowledge to address issues or accomplish goals.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter states the conclusion of the study based on the findings and discussion as well as suggestions related to the topic of this research.

5.1 Conclusions

Based on the analysis and results, it is possible to conclude that while every student experiences reading weariness differently, they all share the tendency to stop as they are bored. Reading boredom can be influenced by several elements, including assignment-related factors, psychological aspects, objectives and purposes, and content. The findings indicate that reading boredom is influenced by content-related factors for high achievers but not for low achievers. When it comes to reading goals and purposes, female students typically read with a specific intention, whereas male students typically read for personal enjoyment. For psychological factors, each student has a different answer but all students are affected by this factor. There are similarities between high achievers from male and female students in terms of assignments, as they are motivated by assignments and are not affected by reading boredom, while it is for low achievers. In terms of boredom coping strategies, every student has unique strategies but high achievers tend to use more strategies compared to low achievers. There are several challenges in boredom coping strategies which are also unique for each student. Moreover, female students tend to perceive reading achievement as influencing the grades reading while male students tend to perceive reading performance as how well they conduct reading activities.

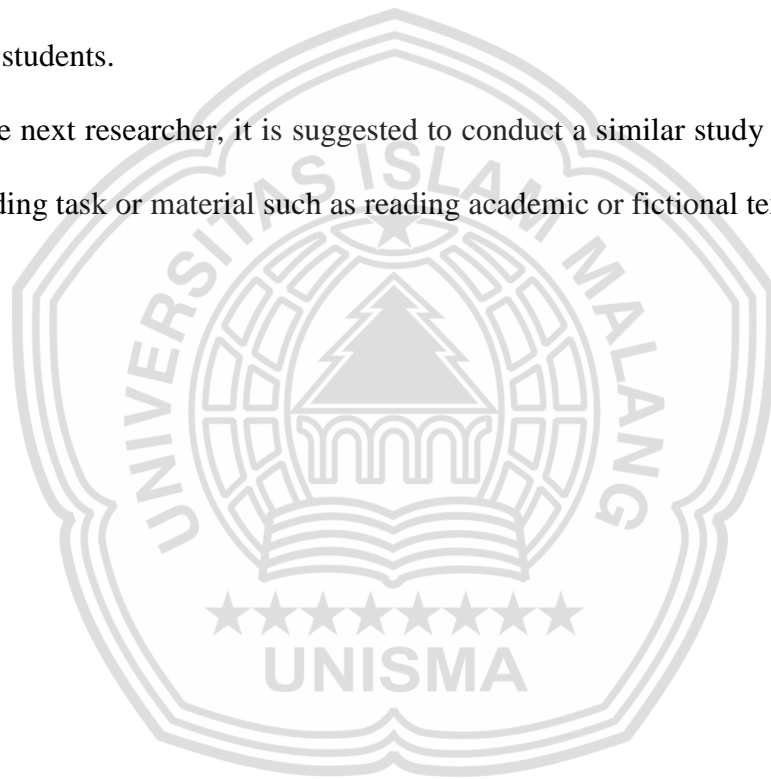
5.2 Suggestions

Based on the conclusion and limitations of the study, the researcher provides several suggestions as follows.

For students, it is suggested to develop a reading interest in addition to boredom coping strategies as it helps to prevent reading boredom.

For reading instructors, it is suggested to provide support and motivation as well as providing instruction about boredom coping strategies that are beneficial for students.

For the next researcher, it is suggested to conduct a similar study but with a specific reading task or material such as reading academic or fictional text.



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