



**EXPLORING THE IMPACT OF TECHNOLOGY USE ON  
READING BOREDOM OF EFL STUDENTS:  
A QUALITATIVE STUDY**

***SKRIPSI***  
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## ABSTRACT

**Nawwar**, Ahmad Adli, 2024 *Exploring the Impact of Technology Use in Reading Boredom of EFL Students: A Qualitative Study*. Skripsi, English Education Department Faculty of Teacher Training and Education Islamic University of Malang. Advisor I: Diah Retno Widowati, S.Pd., M.Pd; Advisor II: Henny Rahmawati, S.Pd., M.Pd.

**Key words:** Reading, Technology, Boredom

Boredom is a well-researched concept, such as boredom on reading text. While reading, the students can feel bored because they think the text is too long or the material is too heavy for them. Students face the challenge of reading being an activity with some obstacles. Students sometimes try to reduce boredom by opening other interactional apps or looking at something else on their electronic device, i.e., smartphone and laptop. Technology plays a vital role in reading text in the university context to help students reduce boredom and enjoy reading activities while and after. Students must have a planning strategy to read until after reading so they know their process in reading. This study explored EFL students' perceptions and experiences of reading boredom at a private university in Malang.

The goal of the research is to gain deep experience and how to solve the problem of boredom. This study using narrative inquiry and qualitative in boredom such new study in Indonesia. I took 4 selected participants from the 6<sup>th</sup> semester at a private university in Malang. The research procedure before I interview is doing a pre-research survey that selects students with specific question and criteria. Narrative inquiry is how students explain their experience of reading boredom to get several perspectives. Additionally, thematic analysis helps them code and explain the findings while doing this research.

The findings of this study indicated that the students could feel bored with a text that is too long, and sometimes, the teacher gives an uninteresting topic to read. Students read the abstract or back cover if it is a book to find themselves interested in starting and continuing the reading activity. Distraction from other apps is a problem that students face, as the text is too long. Screen use while reading can also make positive and negative engagement with digital text. Students prefer to read digitally and find themselves more interactive with digital than printed book text. The conclusion showed that boredom is complicated and involves many emotions and reactions from students who deserve “special treatment” in reading.

## CHAPTER I

### INTRODUCTION

This introduction section discusses the background of the study, the research question, the objective of the study, the significance of the study, and the definition of key terms.

#### 1.1 Background of the Study

Learning English as a foreign language is affected by several factors, including positive and negative emotions. Besides, the sadness and emotional experience can result in depression (Nakamura, 2018). In previous years, the interest in learning has grown due to socio-psychological factors. However, empirical studies on achievement in the foreign language sector still need to be completed. However, the emotions in reading and boredom in L2 are still largely unanswered. This study aims to discuss boredom and reading in the use of technology and the challenges and solutions of a foreign language student in an Indonesian university.

The impact of technology use on boredom levels in the EFL context is an important topic of study, such as in the current era of offline learning. Boredom is an ordinary issue faced by EFL students. It can also negatively affect the engagement of students and their motivation. I want to explore the impact of technology on boredom levels in the EFL context more, focusing on identifying the cause of boredom and the potential solutions. Boredom is seen as a problem people face when trying to do creative things but need help with. Boredom is not

defined because it is very complex, and another factor can be impacted (Caldwell et al., 1999; Ally, 2008). Recently interest in technologies inspired learners emotions in online learning also (Wang et al., 2021). This means that learners in the language context are now inspired by online technology to address their emotions, etc.

The attention to conducting research in an academic environment boredom should given by teacher. Previous studies shows that teachers have enthusiasm for value in academics, and respecting students is another factor that helps minimize the possibility of boredom. The other factor for reduction in boredom is giving positive, affective feedback that believes in abilities and overcoming boredom. Besides this activity, some teacher behaviors can cause boredom. Teachers need to communicate with the students. This can cause disengagement and boredom about tasks that may be interesting. That cause can be very important in the l2 learning context. Students are constantly evaluated and want to communicate their thoughts using their limited resources. That might prove too overwhelming if students are disregarded by affective needs (Mercer, 2021).

They are moving to studies that concern boredom in learning L2, and I can find research that addresses the negative emotions indirectly by focusing on other L2 learning, such as authentic materials, types of grammar teaching, and demotivation. The research is particularly related to the purpose of this research. Thus Pawlak, Kruk (2020), in a comparative study and survey, tried to compare sources and degrees of boredom of third-year students in the BA program and 111, and the result is that the 2nd year students had higher levels of boredom after

the enthusiasm during the freshman had dissipated. On the other hand, third-year students have higher levels of motivation and engagement as soon as they see the graduation party, which is very close. The sources of boredom can also be identified in this study: external, which is related to the context, such as classroom environment, and internal, which is from learners, including lack of creativity and lack of motivation. Pawlak collects data from 107 English students through questionnaire boredom in practical English language classes. Based on Zawodniak et al. (2021) A qualitative study aimed to get the opinions of 115 advanced learners of English about boredom. The analysis of students written by narratives revealed that they have five major factors for boredom: language tasks, the teacher, the mode of the class, class components, and another factor.

As a result of the above literature, the most obvious boredom mostly concerned with traditional a person learning focused on boredom in countries that have more or less explicitly exposed to Western cultures. The issue is that online education announced globally has become surprisingly popular, especially with COVID-19, and teachers need to be sure about mode teaching effectiveness, and the same is true for offline learning. The concern needs to be explored and addressed. MacIntyre, (2020) suggested that teachers in Eastern still gather traditional values and try not to mind behavior, silence, and silent learning. It remains to be seen if there is anything else besides silence, such as feelings of boredom. Because of these gaps in L2 that are related to boredom, this study want to explain the positive and negative emotions of EFL in Indonesian students through the sampling technique. Furthermore, the difference between this study

and others is that in-depth questions and the data analysis from a country with English is an L2 in Asia.

### **1.2 Research Questions**

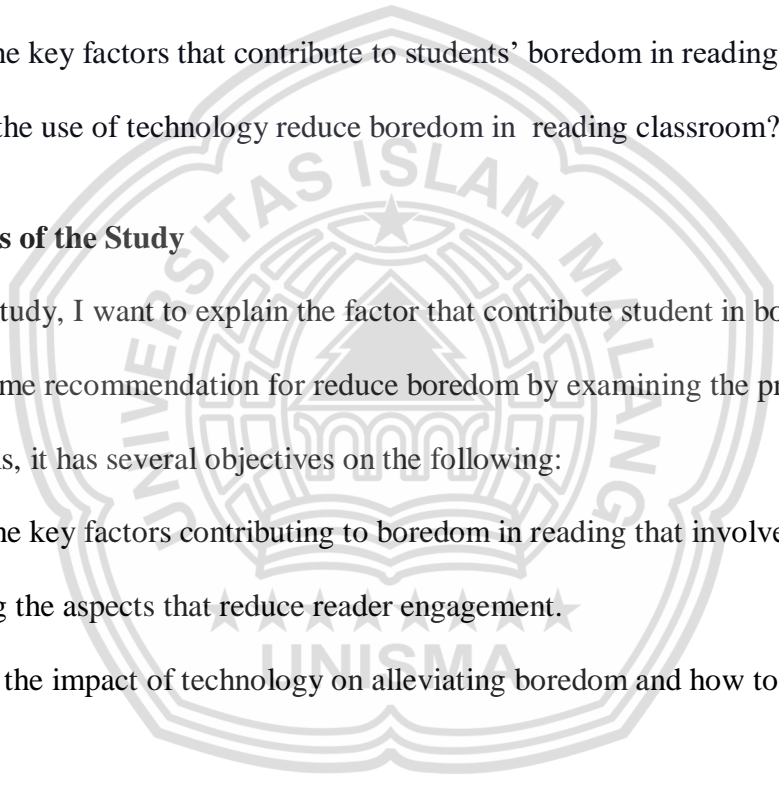
This explanatory study covers boredom and finding a solution to boredom in Indonesian students while and after online classes. To follow the statement, the following questions were made:

1. What are the key factors that contribute to students' boredom in reading?
2. How does the use of technology reduce boredom in reading classroom?

### **1.3 Objectives of the Study**

In this study, I want to explain the factor that contribute student in boredom and to give some recommendation for reduce boredom by examining the problem. To achieve this, it has several objectives on the following:

1. to profile the key factors contributing to boredom in reading that involves unrevealing the aspects that reduce reader engagement.
2. to explains the impact of technology on alleviating boredom and how to reduce it.



#### 1.4 Significances of the Study

This study want to enhance understanding about impacts reading boredom in EFL students, conclude theoretical frameworks in education and practical frameworks for students, teacher and future researcher to improve students engagement and learning outcomes.

Theoretically, the association between technology use and reading weariness among EFL students is at the center of this study's theoretical approach. looks like idea of involvement for language learning is important. The research explores ideas of engagement, digital literacy, and educational psychology to determine the best ways to use technology to reduce boredom and increase interest in reading sessions.

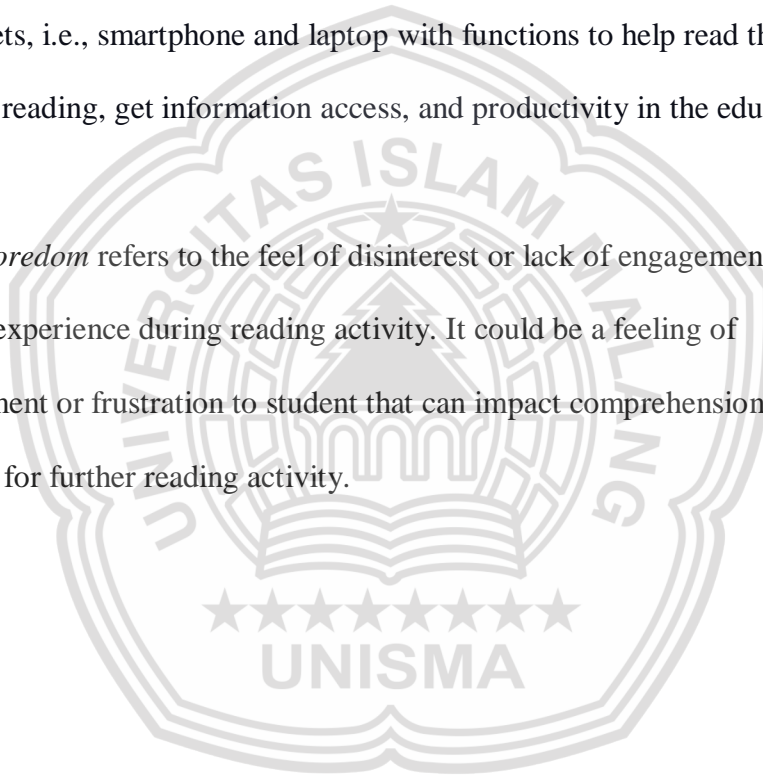
Practically, the research showed implications center on offering educators, teachers, students, curriculum developers to useful information for maximizing the use of technology in language learning so it provides helpful advice to boost interest and reduce boredom in students. I want to uncover the relationship between technology use and reading boredom and hopefully future researcher can gain more information about this.

In short, this study explored the valuable shaping digital literacy skills among EFL students. Navigate and assess online reading materials so I can inform educational policies and curriculum development, optimize effective technology use in the context of reading experience, and enhance language proficiency and overall learning outcomes.

### 1.5 Definition of Key Terms

At the beginning of this investigation, it is necessary to define important concepts that serve as the foundation for the discussion that follows. Two key concepts in this context that need clarification are stated below.

1. *Technology Use* refers to the various digital tools, platforms, or applications in reading activities among EFL (English as a Foreign Language) students. In this case, gadgets, i.e., smartphone and laptop with functions to help read the material in reading, get information access, and productivity in the education sector.
2. *Reading Boredom* refers to the feel of disinterest or lack of engagement of emotional experience during reading activity. It could be a feeling of disengagement or frustration to student that can impact comprehension and motivation for further reading activity.





## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 5.1 Conclusions

In conclusion, boredom is complicated and involves many emotions and reactions from students who deserve “special treatment” in reading. The material from the teacher also plays a role in reducing boredom in students and increasing reading habits. Thus, we cannot enjoy study if there are problems with learning. This research also has limited in gathering information on just four students (2 male, 2 female) of EFL students in the university. Further research suggested more studies on other activities besides reading activities in students and more from other levels of students.

The study of EFL students has a personal development and perspective, giving us another view of the student narrative world. The explanation is a global outlook based on their experience and relations while reading material texts. The perspective can be expanded for EFL students through future research. Possible to contribute to the future of another level of student. So I can know if it is the same or not. Sometimes, it can be something great for them when we study the little problem that we sometimes forgot something. This study shows that EFL students know about challenges and how to reduce boredom while reading. The result is shown in the findings. Support from the teacher is also important to make the EFL students feel comfortable enjoying the reading material.

## 5.2 Suggestions

The following suggestion are for students, teacher and the next researcher.

### 5.2.1 For the Students

Students should learn more about reading and improve their knowledge about that. Boredom is ordinary in reading, but students must have methods, like an interactive reading app. Then, students must set a goal to set reading goals and track their progress so that they can remain motivated and less anxious.

### 5.2.2 For the Teachers

Teachers can use multimedia resources like e-books, videos, and educational apps to make reading materials more engaging for students. The teacher's monitor is also needed to assess how students interact with different technology tools and adapt based on the teacher's method to keep stimulating experience for the students. Last, the teacher should have collaborative learning for students, like group project discussions or assignments in reading, to keep the environment interactive.

### 5.2.3 For the Next Researchers

For the next researcher who wants to carry the same way to this research, they can focus on particular technologies (e.g., tablets vs e-readers) on the reading topic to provide more insights. Expanding the study to diverse student populations is also a suggestion for the next study, such as age, background, or cultural context, to generalize findings widely. Lastly, future researchers can also use a mixed-methods approach to validate findings and provide a deeper understanding of the phenomenon.

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- appendix

