



**ENGLISH TEACHER INSIGHTS ON STRATEGIES TO ALLEVIATE
BOREDOM IN ONLINE GRAMMAR COURSE**

THESIS

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UNIVERSITAS ISLAM MALANG

POSTGRADUATE PROGRAM

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ABSTRACT

Arifin, Syamsul. 2025. *English Teacher Insights on Strategies to Alleviate Boredom in Online Grammar Course*. Thesis, English Education Department, Postgraduate Program, Universitas Islam Malang, Advisor: (1) Dr. Imam Wahyudi Karimullah, SS., M.A, (2) Dr. Dra. Mutmainnah Mustofa, M.Pd.

Keywords: English Teacher Insights, Alleviate Boredom, Online Grammar Course

This study investigates empirical investigations regarding teacher insights in alleviating boredom in online grammar courses. Besides that, boredom is one of the most challenges in online course faced by English teachers and students. Therefore, the incorporation of interactive and multimedia information into online grammar lessons as a beneficial strategy based on the experience of the teachers.

This study employed qualitative approaches to thoroughly comprehend teacher insights on strategies for alleviating boredom of the students in online grammar course. The participants for this research were four teachers in English course in Pare Kediri. Data collection methods included with semi-structured interview, questionnaire and also observation in online course. The data analysis was used to examine the interview and focus group data. Add included transcribing all conversations in interview.

The findings reveal on extensive interview and questionnaire in online setting with four teachers. There are four classification strategies that most of teachers employ in online grammar course: the first, interactive teaching gamification. Second, interactive discussion. Third, interactive teaching multimedia. Fourth, interactive collaboration. Each strategies emphasize interactivity as a critical approach to keep students engaged in online grammar course.

The findings believe that implementing these strategies are crucial to improving overall learning outcomes and alleviate boredom. In addition to providing insights for teachers aiming for increased student engagement in online classrooms, this study advances the study of effective online teaching practices.

ABSTRAK

Arifin, Syamsul. 2025. *Wawasan Guru Bahasa Inggris dalam Strategi Mengurangi Kebosanan di Kursus Grammar Daring*. Tesis, Pendidikan Bahasa Inggris, Program Pascasarjana, Universitas Islam Malang, Pembimbing: (1) Dr. Imam Wahyudi Karimullah, SS., M.A, (2) Dr. Dra. Mutmainnah Mustofa, M.Pd.

Kata Kunci: Wawasan Guru Bahasa Inggris, Mengurangi Kebosanan, Kursus Grammar Daring.

Penelitian ini menyelidiki penyelidikan empiris mengenai wawasan guru dalam mengurangi kebosanan dalam kursus tata bahasa daring. Selain itu, kebosanan merupakan salah satu tantangan terbesar dalam kursus daring yang dihadapi oleh guru dan siswa bahasa Inggris. Oleh karena itu, penggabungan informasi interaktif dan multimedia ke dalam pelajaran tata bahasa daring sebagai strategi yang bermanfaat berdasarkan pengalaman guru.

Penelitian ini menggunakan pendekatan kualitatif untuk memahami secara menyeluruh wawasan guru bahasa inggris dalam strategi mengurangi kebosanan siswa di kursus grammar daring. Partisipan penelitian ini adalah empat guru dalam kursus bahasa Inggris di Pare Kediri. Metode pengumpulan data meliputi wawancara semi-terstruktur, kuesioner dan juga observasi dalam kursus daring. Analisis data digunakan untuk memeriksa data wawancara dan data kelompok. Tambahan termasuk transkripsi semua percakapan dalam wawancara.

Temuan penelitian ini terungkap dari wawancara ekstensif dan kuesioner dalam konteks daring dengan empat guru. Ada empat strategi klasifikasi yang digunakan sebagian besar guru dalam kursus tata bahasa daring: yang pertama, alat pengajaran interaktif gamifikasi. Kedua, pengajaran interaktif diskusi. Ketiga, alat pengajaran interaktif multimedia. Keempat, pengajaran interaktif kolaborasi. Setiap strategi menekankan interaktivitas sebagai pendekatan penting untuk membuat siswa tetap terlibat dalam kursus grammar daring.

Temuan tersebut meyakini bahwa penerapan strategi ini penting untuk meningkatkan hasil pembelajaran secara keseluruhan dan mengurangi kebosanan. Selain memberikan wawasan bagi guru yang ingin meningkatkan keterlibatan siswa di kelas daring, studi ini memajukan studi tentang praktik pengajaran daring yang efektif.

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, research questions, research objectives, the significance of the study, scope, and limitation, and definition of the key terms.

1.1 Background of the Study

Teaching English grammar in non-English native are challenging due to issues such as students' lack of desire and dedication to acquiring grammar-based inputs in class (Yusob, 2018). Moreover, grammar was seen as an element that may support other language abilities, such as speaking, listening, reading, and writing, ever since English language instruction was implemented (Fithriani, 2018). In addition, a grammatical element may be simple to relate to in one context but complex in another for instance, the English language's passive voice is simple to master but more challenging to employ (Van Lier and Larsen-Freeman, 1987). Therefore, it is challenging for foreign language learners to learn how to employ grammar components appropriately, meaningfully, and correctly in a particular communicative situation. Two categories of grammatical learning difficulties are distinguished by implicit and explicit knowledge: first, the learners have difficulty in recognizing a grammatical function. And second, the learners have challenges in integrating a grammatical function so that they can use it correctly in conversation.

Learning a grammatical characteristic that is as simple as implicit information but as difficult as explicit knowledge can be the opposite (Ellis, 2009).

Grammar instruction aims to help students understand language patterns in order to develop practical linguistic skills (Souisa and Yanuarius, 2020). Grammar experts hold that understanding grammar rules and knowledge is the cornerstone of becoming proficient in a language. Students can use this knowledge to determine, comprehend, and generate meaningful meaning when speaking the target language in everyday situations (Safford, 2016). With reference to a few of them, grammatical difficulty is taken into consideration in relation to understanding and output. Some grammar constructions are easy to build but hard to grasp, while others are easy to comprehend but challenging to generate (DeKeyser and Sokalski, 2001).

Setting up successful science classrooms and becoming an excellent science teacher are difficult tasks that need mastery of teaching. As if creating both in one person, it obviously requires experience and capabilities. Nevertheless, a number of studies in the area of classroom discourse have been conducted that might serve as a visual aid for teachers on how to instruct students in science and how teachers should act, explain, and interact with students in science classrooms (Muhtarom, 2020). Additionally, many teachers of foreign languages aspire to educate their students how to apply and think about the language's purpose. Thus, it is critical to understand the issues that arise during the teaching and learning process (Faqih et al., 2023).

Since passive learning frequently fails to maintain students' interest and engagement, teachers have started to modify traditional approaches. Teachers can design more engaging lessons that appeal to students' interests and learning styles by utilizing technology. According to Zeng et al. (2024) theory that the significant teaching modalities for colleges, English courses, and other higher education institutions are online instruction. Due to the fact that many colleges are not ready for remote teaching and learning, many teachers are currently functioning in a triage mode. When a lot of students are still unfamiliar with the online learning environment, unpleasant feelings like boredom might have a more detrimental impact on the learning process (Yu et al., 2020). In addition, students who are bored commonly exhibit symptoms of disengagement from the educational surroundings, including feeling disconnected from their aims and interacting less in activities (Zawodniak et al., 2023).

Maintaining student attention in an online setting is even more challenging than in a regular classroom. Teachers noticed that students' attention and engagement levels were often lower in virtual sessions (K. Richards and Thompson, 2023). Furthermore, the most challenges in teaching online courses linked to one specific kind of success emotion is boredom, which is characterized as strong, fleeting psycho-physiological reactions to important learning experiences, such as pride, embarrassment, wrath, worry, hope, delight, and hopelessness (Pekrun et al., 2010). In educational aspect, boredom is becoming more often acknowledged as a complex accomplishment emotion

with interacting affective, cognitive, physiological, expressive, and motivational components. A desire to leave the situation is often the result of this emotion's negative affect (such as apathy or displeasure), cognitive disengagement (such as procrastination and inattention), physiological indicators of low arousal, and obvious tiredness (Eastwood et al., 2012). English requires interaction, it is fundamentally an emotional endeavor (Richards, 2022). Numerous studies have revealed that, of the different emotions involved, language learners are prone to regularly feeling bored in academic settings (Derakhshan et al., 2021).

Students' interest and motivation can be greatly increased by using techniques or strategies like integrating multimedia materials, interactive discussions, and group projects (Wang et al., 2022). Additionally, the crucial component in alleviate boredom is the incorporation of technology into instructional practices. Virtual reality, gamification, and interactive tests are some of the tools that can change education and make it more engaging. According to research, these tools can greatly increase student engagement and motivation (Hamari et al., 2016). Due to the wide range of student backgrounds and learning styles, an online course environment poses particular difficulties. It is the responsibility of teachers to establish an engaging and dynamic atmosphere that encourages active engagement. This necessitates creative strategies that transcend conventional instructional techniques (Torres, 2023).

Therefore, the incorporation of interactive and multimedia information into online lessons has been identified as a beneficial strategy based on the

experiences of teachers in Pare Kediri. Effective online instruction frequently includes a variety of multimedia and gamification tools such as short videos, podcasts, interactive content, Quizizz, Kahoot, Gimkit and other tools. Those strategies responds to diverse learning styles and helps make complex knowledge accessible and enjoyable for students. In addition, accommodate different learning styles and keep students interested, teachers can use interactive discussions, movies, and quizzes. Engaging content can dramatically increase student enthusiasm and participation, which lowers boredom, according to studies (Zawodniak et al., 2023).

1.2 Research Question

From the background of the study above, this research questions can be concluded as follows: 1. What are strategies of English teachers used to alleviate boredom in online grammar courses?

1.3 Research Objective

Related to the statement of the research questions above, this study is intended to: 1. To investigate how the teaching strategies in alleviate boredom an online grammar course.

1.4 Significance of the Study

1.4.1 Theoretical Significance

This research is about teaching strategies in reducing boredom an online grammar course. The researcher wanted to find out the strategies in

alleviate boredom of the students an online grammar course in teacher insights.

1.4.2 Practical Significance

This study is intended to serve as reference for teachers and english courses by highlighting the potential benefits and challenges in teaching online classes. It is hoped that these findings offer practical strategies for other courses and teachers who want to implement or improve similar program, thereby contributing to more effective teaching and learning practices in online setting.

1.5 Scope and Delimitation

The scope of this study is merely focused on online grammar course. Particularly, the teachers who actively or teach in online setting. As the delimitation, this study specifically address to alleviate boredom of the students in online grammar course. It will not take into consideration other extracurricular activities or programs that may also impact to english teaching.

1.6 Definition of Key Terms

This part, there are discussed some necessary points that are attached in the title. These terms are needed to be known by the readers because they related to the participants' criteria and the scope of the study.

1. Online Grammar Course

Online grammar course is expected to be able to improve their grammar instruction method and incorporate it into the online classroom by

using tool. Successful grammar instruction should support students in reaching their targets, regardless of the disputes and disagreements regarding the most successful strategies of teaching online grammar course.

2. Boredom in Online Course

Boredom is characterized as a complicated accomplishment feeling that includes motivational, emotional, cognitive, and physiological aspects especially an online teaching. Therefore, boredom online course is a sort of achievement emotion characterized by powerful, temporary psycho-physiological responses to key educational events, such as hope, delight, hopelessness in online setting.

3. Teaching Strategies

Teaching strategies are necessary for creating an effective learning environment that supports student achievement and engagement. In addition, such as group discussions, problem-solving exercises, and interactive teaching are common strategies used to enhance active learning in an grammar online course.

CHAPTER VI

CONCLUSION

In this part, the researcher discusses the conclusion of the study and the suggestion.

6.1 Conclusion

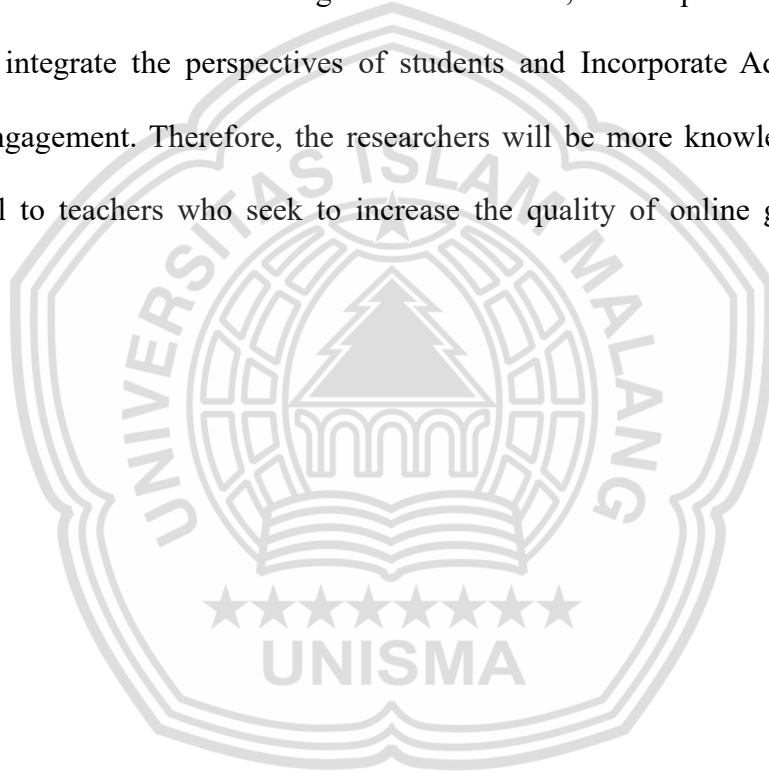
There are four classification strategies that the English teachers employ in online grammar course: the first, interactive gamification. Second, interactive discussion. Third, interactive multimedia. Fourth, interactive collaborative. Each strategies emphasize interactivity as a critical approach to keep students engaged in online grammar course. In addition, teachers encourage active involvement by conducting brief question-and-answer sessions at the commencement and end of the course. Employing to pay attention in multimedia tool such as the short videos, interactive videos from YouTube and TED-Ed contents, in order to make grammar lessons more interesting, encourage active participation and monitor student engagement in an online grammar context.

Based on findings and discussion that all of the teachers include gamification tool such as Quizizz or Kahoot in teaching an online grammar course, to make lessons more engaging and competitive. Therefore, students are better able to comprehend or easily understand the online grammar related to the context-based learning method.

6.2 Suggestion

Future research could broaden other insights or perspective by studying at English students' perspectives on strategies in online grammar classes. Besides that, researchers can research another subject an example, English teacher insights on strategies in online speaking classes.

Researchers should also investigate other variables, such as provide a range of strategies, integrate the perspectives of students and Incorporate Advice on Measuring Engagement. Therefore, the researchers will be more knowledgeable and beneficial to teachers who seek to increase the quality of online grammar instruction.



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