

ABSTRACT

Kumalasari, Cindy. NIM. 126203203195. 2024. *Teacher's Strategies in Overcoming the Students' Boredom in Learning English of Fifth Grade at SDN 1 Gedangsewu*. Sarjana Thesis. English Education Department. Faculty of Tarbiyah and Teacher Training. State Islamic University (UIN) Sayyid Ali Rahmatullah Tulungagung. Advisor: Dr. Susanto, S.S., M.Pd.

Keywords: The Teacher's Strategies, Students' Boredom, Learning English, and Young Learners

The success of teaching and learning process cases is determined by one of them is the teacher in overcoming the students' boredom during the process of teaching and learning. In fact, the feeling of being bored is natural. However, it is important to be given attention by the teacher to minimize or overcome it, so that the students can participate actively. Learning boredom is a common problem experienced by students in an educational-environment, and then it affects their ability to learn, especially in English learning.

The formulation of research and question were: (1) What factors make students to be bored in learning English of fifth grade at SDN 1 Gedangsewu? (2) How does teacher overcome the students' boredom in learning English of fifth grade at SDN 1 Gedangsewu? (3) To what extent are the teacher's strategies contributive to overcome the students' boredom in learning English of fifth grade at SDN 1 Gedangsewu? The study belonged to descriptive phenomenology with qualitative approach. Data collection applied in the study were doing observation and doing interview. The qualitative data were analyzed by following the three procedures of data analysis, they were data condensation, data display, and drawing or verifying conclusion.

The study revealed that (1) the boredom experienced by students came: monotonous method of teaching, lack of challenge and motivation from the teacher, and uncondusive classroom environment. (2) The English teacher's strategies in overcoming students' boredom were of grouping students in a small group discussion, applying contextual teaching and learning, and managing classroom environment. (3) The contributions of the applied strategies were the students were able to increase discipline and responsibility, they fostered a positive learning atmosphere, the teaching and learning activities run smoothly, the students were able to develop their think critically, the students respected other people's opinion, the students could develop collaboration abilities, the students did the task effectively, they increased the students interest during teaching and learning activities, and they developed students creativities.

ABSTRAK

Kumalasari, Cindy, Nomor Induk Mahasiswa, 126203203195. 2024. *Teacher's Strategies in Overcoming the Students' Boredom in Learning English of Fifth Grade at SDN 1 Gedangsewu*. Skripsi. Tadris Bahasa Inggris. Fakultas Tarbiyah dan Ilmu Keguruan. Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung. Pembimbing: Dr. Susanto, S.S., M.Pd.

Kata Kunci : strategi-strategi guru, kebosanan siswa, pembelajaran bahasa inggris, and pembelajar muda.

Keberhasilan proses belajar mengajar salah satunya ditentukan oleh guru dalam mengatasi rasa bosan siswa pada saat proses belajar mengajar. Sebenarnya rasa bosan adalah hal yang wajar. Namun perlu diberikan perhatian oleh guru untuk meminimalisir atau mengatasinya, sehingga siswa dapat berpartisipasi aktif. Kebosanan belajar merupakan suatu permasalahan yang umum dialami oleh siswa dalam suatu lingkungan pendidikan, kemudian mempengaruhi kemampuan belajarnya khususnya dalam pembelajaran bahasa Inggris.

Rumusan penelitian dan pertanyaannya adalah: (1) Faktor-faktor apa yang membuat siswa merasa bosan dalam pembelajaran bahasa Inggris kelas V SDN 1 Gedangsewu? (2) Bagaimana cara guru mengatasi kebosanan siswa dalam pembelajaran bahasa Inggris kelas V di SDN 1 Gedangsewu? (3) Sejauh mana strategi guru berkontribusi untuk mengatasi kebosanan siswa dalam pembelajaran bahasa Inggris kelas lima di SDN 1 Gedangsewu? Penelitian ini merupakan penelitian deskriptif fenomenologi dengan pendekatan kualitatif. Pengumpulan data yang digunakan dalam penelitian ini adalah dengan melakukan observasi dan wawancara. Data kualitatif dianalisis dengan mengikuti tiga prosedur analisis data, yaitu kondensasi data, penyajian data, dan penarikan atau verifikasi kesimpulan.

Hasil penelitian mengungkapkan bahwa (1) kebosanan yang dialami siswa datang dari: metode pengajaran yang monoton, kurangnya tantangan dan motivasi dari guru, dan lingkungan kelas yang tidak kondusif. (2) Strategi guru bahasa Inggris dalam mengatasi kebosanan siswa adalah dengan mengelompokkan siswa dalam diskusi kelompok kecil, menerapkan pembelajaran kontekstual, dan mengelola lingkungan kelas. (3) Kontribusi strategi yang diterapkan adalah siswa mampu meningkatkan kedisiplinan dan tanggung jawab, menumbuhkan suasana belajar yang positif, kegiatan belajar mengajar berjalan lancar, siswa mampu mengembangkan berpikir kritis, siswa menghargai pendapat orang lain, siswa dapat mengembangkan kemampuan kolaborasi, siswa mengerjakan tugas dengan efektif, meningkatkan minat siswa dalam kegiatan belajar mengajar, dan mengembangkan kreativitas siswa.