

## **CHAPTER I**

### **INTRODUCTION**

There are six parts in this chapter. They are context of the study, problem of the study, objectives of the study, significance of the study, scope and limitation of the study and definition of key terms.

#### **A. Context of the Study**

The teaching and learning process is related to teacher and students as well as learning materials that are in accordance with curriculum. According to Edmund Amidon (1976) cited in Suresh (2014, p.56) has defined the teaching as an interactive process, primarily involving classroom talk which take place between teacher and pupils and occurs during definable activities. Learning is related to cognitive process. Smaldino (2007, p.10) stated that learning is the development of new knowledge, skills, or attitude as an individual interacts with information and the environment.

In the classroom, various negative emotions are experienced in the process of teaching and learning which is often stimulated by several factors such as how students perceive themselves, their teachers, the classroom atmosphere, and the subject (Efklides & Volet, 2005). One of the most commonplace negative emotions that should be avoided in the classroom is known to be boredom (Daschmann, 2013).

More specifically, it is said that bored students are less willing or successful at learning reveal their cognitive potential in the classroom (Daschmann, 2013). Beside that, boredom is discussed as a multifaceted and complex emotion

associated with lower levels of arousal, other unpleasant feelings and the desire to act other activities, or to avoid learning situations completely (Nett et al., 2010). Another possible cause of boredom classes are not very meaningful activities, teachers are not popular with few students, monotonous classroom environment, lack of deep engagement class assignments as well as students' general tendency to get bored easily (Daschmann et al., 2011). Based on some definition above, it can be concluding that student's boredom in class or during teaching and learning activities is caused by many factors. These factors can occur outside or within the students themselves.

To overcome the causes of student boredom, teachers must have teaching and learning strategies or methods that can attract students' interest. Aunurrahman (2009:9) that in the teaching and learning process, a teacher must have a strategy, which aims to ensure that students can learn effectively and efficiently, so that you can achieve your goals expected. One step to support this strategy is the teacher must have and master presentation techniques or what is usually called teaching methods. A teacher who has strategy and creativity in teaching will be able to do it arouse students' interest in learning. Because if a teacher has creativity, then the teacher is able to create a learning atmosphere fun so that students who feel bored in the learning process will be excited again.

Several studies have been carried out investigating factors boredom. Kholili, Achmad. (2023) with the title 'Investigating Factors Underlying Boredom in Learning English: The Case of Secondary School'. Found that the causing

boredom factors based from classroom factors, linguistic factors, teaching and learning factors, and environmental factors.

Based on the previous explanation, the research that has been handled is related to factors causing boredom. The research has not explored the teacher's strategies in overcoming it. Therefore, in this research will focus on the teacher's strategies in overcoming students' boredom in learning English of fifth grade at SDN 1 Gedangsewu, besides, the researcher also identified the contribution of the strategies were conducted by the teacher in order that the researcher can know which one has more influence on the students' level of boredom.

In this research, the researcher discusses about students' boredom, especially in subjects learn English at SDN 1 Gedangsewu. The researcher chooses this school because the result of observation showed that the students had problem, namely feeling bored in learn English.

To determine English teacher as research subjects which showed that teacher had teaching strategies in overcoming the students' boredom of fifth grade at SDN 1 Gedangsewu. After getting the information the researcher observes teacher to find out more strategies used to overcome students' boredom. Based on the topic, the researcher takes the title "Teacher's Strategies in Overcoming Students Boredom in Learning English of Fifth Grade at SDN 1 Gedangsewu".

## **B. Statement of Research Problem**

Based on the background above the research formulates the question. That are:

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?

#### **C. Objectives of the Research**

1. To know the factors, make students to be bored in learning English of fifth grade at SDN 1 Gedangsewu.
2. To know the teacher overcome the students' boredom in learning English of fifth grade at SDN 1 Gedangsewu.
3. To find out to what extent are the teacher's strategies contributive to overcome the students' boredom in learning English of fifth grade at SDN 1 Gedangsewu.

#### **D. Significance of the Research**

##### **a. The English Teachers**

The result of this study is making the teachers be a creative teaching the students with interesting strategies and implementing various strategies in overcoming students' boredom at SDN 1 Gedangsewu.

##### **b. The Researcher**

This research can help researcher understand more deeply the strategies teachers use when dealing with bored students.

c. The students

The result of this study is expected to make students more excited and do not experience boredom when learning English in class.

**E. Scope and Limitation of the Research**

Based on identification of the problem, the scope of the research is limited to the analysis teacher's strategies of overcoming students' boredom in learning English. Focuses of this study are analyzing the factors make students boredom in learning English and analyzing teacher's strategies of overcoming students' boredom in learning English.

**F. Definition of Key Terms**

1. Teacher's Strategies

Lawton, Sarode, 2018 defines, "a teaching strategy is a general plan for a lesson includes the structure of desired learner behavior in relation to the goals of instruction and an outline of the planned tactics necessary to implement the strategy". Teaching strategies are the methods, techniques, and approaches that teachers use to facilitate learning and achieve educational goals in the classroom.

2. Students Boredom

Boredom can occur in response to course subject matter, task demands, or a pervasive response to school (Pawlak, et al., 2020; Zawodniak et al., 2017). Boredom may come from internal sources (lack of intrinsic motivation), task characteristics, or incompatibility between student abilities and skills needed to complete assignments

(Hunter & Csikszentmihalyi, 2003). Student boredom is a condition of feeling tired about something, lacking enthusiasm or having a lack of interest in carrying out learning activities.

### 3. Learning English

Tomlinson and Masuhara (2004) states that language learning can use knowledge about language systems and use language that involves institutions, instructors, learners, and also expenditure prioritize learning experiences, self-esteem, emotional involvement, connecting learning with thinking power, communicative use of language, and learning materials that encourage students' creativity. English language learning refers to the process of acquiring proficiency in the English language.

### 4. Young Learners

Brumfit (1997) discusses characteristics that young learners tend to have to be keen and enthusiastic learners, and they also need movement and physical activity stimulation for their thinking, and the closer together these can be the better. Young learners refer to children who are in the early stages of their formal education, typically ranging elementary school age.