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THE SECONDARY AND HIGH SCHOOL STUDENTS' BOREDOM IN LEARNING ENGLISH

by

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Abstract:

Academic boredom is a primary emotion that negatively impacts learners' engagement, including in English classes at school. This study employed a descriptive and comparative quantitative approach to explore engagement levels in practical English classes among 76 secondary and high school students in Kerinci, Jambi, Indonesia. An adapted questionnaire was distributed via Google Forms through WhatsApp groups, and the collected data were analyzed using descriptive and comparative statistics. The results indicate that students experience the highest levels of boredom in class-related aspects (2.33), followed by boredom proneness (2.28) and study-related aspects (2.12). Both middle and high school students learning English had significant boredom levels. The boredom proneness (P) aspect, particularly P4, revealed a notable difference between these groups.In contrast, the class-related (C) and study-related (S) aspects showed no significant differences. The Academic Boredom Survey Instrument proved to be a valuable tool for assessing student engagement, particularly in the context of academic boredom research. These findings offer educators insights into tailoring teaching methods and curricula to mitigate academic boredom among secondary and high school students.

Keywords: *Boredom; English, high-school; learning; secondary school*

Abstrak:

Kebosanan akademik adalah emosi utama yang diketahui berdampak negatif pada keterlibatan peserta didik, termasuk dalam kelas bahasa Inggris di sekolah. Penelitian ini menggunakan pendekatan kuantitatif deskriptif dan komparatif untuk mengeksplorasi tingkat keterlibatan dalam kelas bahasa Inggris praktis di antara 76 siswa sekolah menengah pertama dan sekolah menengah atas di Kerinci, Jambi, Indonesia. Kuesioner yang diadaptasi didistribusikan melalui Google Forms melalui grup WhatsApp, dan data yang dikumpulkan dianalisis menggunakan statistik deskriptif dan komparatif. Hasil penelitian menunjukkan bahwa siswa mengalami tingkat kebosanan tertinggi dalam aspek terkait kelas (2,33), diikuti oleh kecenderungan bosan (2,28), dan aspek terkait studi (2,12). Tingkat kebosanan yang signifikan diamati di antara siswa sekolah menengah pertama dan sekolah menengah atas yang belajar bahasa Inggris. Aspek kecenderungan bosan (P), khususnya P4, menunjukkan perbedaan yang mencolok antara kedua kelompok ini, sementara aspek terkait kelas (C) dan terkait studi (S) tidak menunjukkan

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perbedaan yang signifikan. Instrumen Survei Kebosanan Akademik terbukti menjadi alat yang berharga untuk menilai keterlibatan siswa, terutama dalam konteks penelitian kebosanan akademik. Temuan ini memberikan wawasan bagi pendidik untuk menyesuaikan metode pengajaran dan kurikulum guna mengurangi kebosanan akademik di kalangan siswa sekolah menengah pertama dan sekolah menengah atas.

Kata Kunci: *English; kebosanan; pembelajaran:sekolah menengah*

INTRODUCTION.

Learner Individual Differences (LID) have long been recognized as a mediating factor in studies on second language acquisition (SLA) (e.g., Butler, 2019; Dörnyei & Ryan, 2015) and new, potentially relevant ID factors, such as grit, are being identified (e.g., Yamashita, 2018), and there is an increasing emphasis on adopting a positioned approach to exploring individual variation (Lamb et al., 2020). Unexpectedly, despite extensive empirical study in educational psychology, SLA scholars have thus far mostly disregarded the impact of boredom in subsequent foreign language courses.

Sharp et al. (2021) previously investigated the problem of academic boredom among students in higher education, using the Academic Boredom Survey Instrument (ABSI) to assess the trait (tendency to be bored) and state (connected to class and study) components of boredom. This study emphasizes the frequency of academic ennui, its detrimental influence on student involvement and learning outcomes, and the significance of comprehending its sources and consequences. This study underlines the need for better course design and teaching approaches to increase student engagement and reduce boredom, with the ultimate goal of supporting higher educational results. However, Sharp et al. only researched university students. Seeing these shortcomings, researchers tried to conduct research using the ABSI instrument on secondary and high school students to determine their boredom level in learning English.

Boredom is a negative feeling characterized by disengagement, discontent, attention deficit, changed time perception, and diminished vitality (Fahlman et al., 2013). While psychologists have been studying this trait for many years, it is only recently that it has become the topic of regular studies on English as a second language (L2) (Chapman, 2013; Kruk & Zawodniak, 2017). Based on research by Utami et al. (2024), it is stated that the highest level of boredom occurs during the learning process. Then followed by after and before learning. Teachers have also underestimated and trivialized boredom, attributing it to student inactivity, anxiety, melancholy, or personality problems (Macklem & Gayle, 2018). However, according to research findings, it is a distinct affective state that can significantly impede learning (Daniels

et al., 2015), despite being less disruptive and visible than anger or anxiety (Goetz et al., 2014; Pekrun et al., 2011; Preckel et al., 2010). Disengagement, defined as a complete lack of engagement, effort, interest, enthusiasm, and/or prosocial conduct, entails an individual's overall non-commitment and departure from what others accomplish with engagement and/or pleasure (Chen et al., 2019; Veiga et al., 2014) and is one of the most fundamental components of boredom and its overt manifestation. However, in classroom settings that are not conducive to absolute non-commitment due to many institutional limitations and principles, withdrawn students' reactions are more inclined to involve disaffected behaviors characterized by minimized initiative, distractibility, and an optimized desire to give up (Skinner et al., 2009).

Surprisingly, some authors regard disengagement as a negative side effect of engagement, which is defined as the willingness to participate in an ongoing task actively and, as such, accompanies significant education (Appleton et al., 2008; Dörnyei & Muir, 2019; Oga-Baldwin, 2019). Engagement is a complex notion that includes behavioral, emotional, cognitive, and agentic elements, the first of which, behavioral participation, is seen as critical in L2 learning environments (Dörnyei & Muir, 2019; Mercer & Dornyei, 2022). Similarly, disengagement may be felt in connection to this componential quality, with diminished involvement being the most harmful to the learning process. Because engagement is a requirement for successful teaching, a lack of it, which may be a sign of bored (Fahlman et al., 2013; Henry & Thorsen, 2018), may harm instructional performance and any type of studying, including L2 teaching (Dörnyei & Muir, 2019).

Academic boredom is one of the primary feelings known as harming learners in general (Goetz et al., 2014; John G. Sharp et al., 2018; Tze et al., 2016). This study developed an Academic Boredom Survey Instrument (ABSI) that includes multiple indicators of academic boredom's traits, state, and other characteristic features for use in the preliminary study of the engagement of students by itself.

Several psychologists studying boredom have recently concentrated on the reasons for this negative phenomenon (Daniels et al., 2015; Goetz & Hall, 2014). The results obtained show that students may become bored and thus withdraw from classes for a variety of reasons, such as under-stimulation as an outcome of unchallenging, repetitive tasks (Larson & Richards, 1991), excessive teacher control (Hill & Perkins, 1985; Watt & Blanchard, 1994), or lack of attention (Cheyne et al., 2006; Nicole LePera, 2011). Students may also be bored if they place

little value on the assignment at the moment and understand that they are unable to do things of their choosing (Pekrun et al., 2011; Shao et al., 2019). If they have no reason to learn (Yeager & Walton, 2011), and if their cognitive capacity is either underutilized or overutilized (Davies & Fortney, 2012; Putri & Pranata, 2023).

With Pekrun's comments in mind, we believe that establishing the innovative and multidisciplinary ABSI to conduct an exploratory investigation of academic boredom and engagement among students in the UK is a significant addition to the area. The ABSI was developed and validated after a review of international research literature, involving qualitative and quantitative contributions, as well as our own empirical work on the subject (Mann & Robinson, 2009; Sharp et al., 2015, 2016; Trigwell et al., 2012).

At least a few fascinating and debatable models and theories of boredom may be identified, including the under-stimulation model, the forced-effort model, the control-value theory of achievement emotions, the attentional theory of boredom proneness, and the emotion theory. The under-stimulation model by Larson and Richards (1991) connects boredom to situations in which learners are subjected to unchallenging, repetition-oriented assignments, resulting in under-arousal. Hill and Perkins (1985) proposed a the forced-effort model, boredom is proven to result from being compelled to exert a great deal of cognitive effort on a task that the learner perceives as monotonous, leading to their displeasure. In the control-value theory of achievement emotions (Pekrun, 2006; Tulis & Fulmer, 2013), boredom is defined in terms of valence and activation, with the former meaning whether or not the emotion is positive and relaxing, and the latter referring to feelings as driving action or removing and leading or preventing feelings of withdrawal. In the attentional theory of boredom proneness, boredom is said to be caused by attention deficit, which is defined as poor attentional control and the inability to regulate oneself and maintain attention (Barnett & Klitzing, 2006; Carriere et al., 2008; Fahlman et al., 2013; Harris, 2000; Nicole LePera, 2011). Boredom can occur when an activity does not require prolonged attention (Malkovsky et al., 2012). One of the origins of boredom, according to the emotion theory, is the individual's difficulties in experiencing and understanding their own feelings (Eastwood et al., 2007, 2012).

Boredom, according to component concepts of emotions Kleinginna and Kleinginna (1981) and Scherer (2000), can be viewed as a type of emotion with five elements: emotional (i.e. unpleasant feelings), intellectual (i.e. alerted perception of time), inspirational (i.e. a desire

to initiate an activity), expressive (i.e. facial and physical behaviors indicating a lack of excitement), and physicological (i.e. It is also worth noting that boredom is not the inverse of interest or enjoyment, since it is seen as a unique emotional experience with multiple elements (Pekrun et al., 2011).

Understanding the way students view their Higher Education environment has also been extremely beneficial in maintaining constructive congruence between how courses are developed, delivered, and graded (Biggs & Tang, 2011; Entwistle, 2009). With the current interest in student analyzing arising highly in Norway and Finland (Asikainen et al., 2020; Erwhintiana & Basid, 2017; Haarala-Muhonen et al., 2011; Parpala et al., 2010; Postareff et al., 2018; Sharp et al., 2019) reported that almost all of the participants involved in a more extensive mixed-methods study involving 179 final year Education Studies students at a single university in the UK from an earlier ABSI iteration displayed some proclivity towards academic boredom, with a lower degree of involvement reported in conventional classes than in other types of instruction as expected (Finkielsztein, 2019; John G. Sharp et al., 2018; Tibubos et al., 2019). To address its absence from and lack of interest in UK research, the ABSI offered here was created as a probe primarily for educational purposes in the most general sense.

So far, only one study has been published that is overtly focused on boredom in the English classroom (Kruk, 2015) and only a few studies whose authors (Jean & Simard, 2011) make an indirect but meaningful reference to boredom while examining other L2 classroom-specific factors like educational resources and instruction in grammar. The study's goal was to look into characteristics of boredom that Secondary and High School students could encounter in their practical English language sessions. The following research issues were specifically addressed over the period of the study:

1. What is the level of boredom experienced by students in general when learning English?
2. How does the comparison of boredom occur between secondary and senior high school students?

METHOD

Design

This study employed a descriptive and comparative quantitative approach through a survey method. The survey was used to characterize the population's attitudes, beliefs,

behaviors, or attributes, as described by Creswell (2022). According to Hess and Chasins (2022), A survey is a research tool used to collect data to illuminate a particular issue. Consequently, the study's findings were based on the responses provided in the data collection form.

Participant

This survey included 76 students from a secondary school and a high school in Kerinci, Jambi, Indonesia. With 33 (43.4%) of responders were female, while 43 (56.6%) were male. This consists of 38 (50%) Secondary school students and 38 (50%) High school students. Their ages ranged between 12 and 17 years. The convenience sampling approach was used to recruit participants for the research survey. They freely completed the given Google form questionnaire. The sample criterion was based on the fact that the participants had learned English in school and could utilize their expertise to effectively answer the questionnaire.

Table 1. The participants based on degree and age

Degree	N	Age
Secondary	38	12-14
High	38	14-17
Total	**76**	

Table 2. The participants based on gender

Gender	N	Percentage (%)
Male	43	56.6
Female	33	43.4
Total	**76**	

Instrument

The research instrument was selected to use an adopted questionnaire. The questionnaire has three indicators. First, researcher was looked at boredom proneness, which comprises of ten items (P1-P10). Second section concentrates on Class-related items, which consist of ten (C1-C10). Third section concentrates on Study-related elements, which total 11 (S1 - S11). The items have been adapted from (Sharp et al., 2021), because the author feels that this instrument is suitable and can be applied without having to change the questions and statements. The ABSI was carefully designed and develop with high scale and subscale reliabilities (Cronbach's α trait = 0.850; class-related = 0.896; study-related = 0.903) (Sharp et al., 2021). The ABSI translated

into Indonesian, the participants' first language. The translated elements are then evaluated by an expert with a doctoral in English. The instruments used can be seen in the *Appendix*.

31 item statements were then tested on 76 students from the same schools as the study samples. The questionnaire employed a Likert scale with five response options: 1 (never), 2 (rarely), 3 (occasionally), 4 (usually), and 5 (always). Therefore, this Questionnaire is appropriate for detecting boredom in studying English between secondary and high school students.

Data collecting technique

The data for this study were collected around 1 Month. Before collecting data, the researcher obtained authorization from the headmasters, English teachers, and each person in charge of Secondary and High Schools to conduct study. communicating with the headmasters and the person in control of the class to inquire about the legality of the available statements and their responses. Following clearance, the Google form link was emailed to selected students' WhatsApp groups to collect study data. Scale scores vary from 1.00 to 5.00, with occasionally 3.00s and very low scores less than 3.00

Data analysis technique

Descriptive and comparative statistics were used to examine the student scores. The data of the Google form is first assigned a number code on a Likert scale of 1 to 5, and the file is stored in an Excel sheet for the import of data using the SPSS 20 computer software. Descriptive statistics are utilized to show how many secondary and high school pupils are bored while learning English. Then the comparative statistics using non-parametric Mann-Whitney U test and independent sample t test were used in this research.

RESULT AND DISCUSSION

Result

The results here begin with a general explanation of the 3 aspects, then continue with an explanation of the comparison of 3 aspects for secondary and high school students. Figure 1 depicts the overall student activity data for three indicators of student boredom.

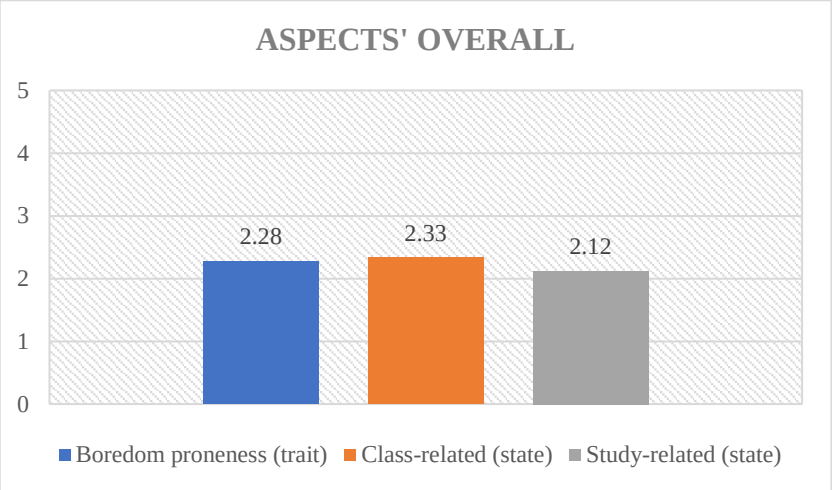

Figure 1. The aspects' overall

The figure 1 shows that statements in 3 aspects (Boredom Proneness, Class-related, and Study-related) show students who feel quite bored in learning English. The class-related aspect (2.33) was the highest, followed by boredom proneness (2.28) and study-related (2.12), on a scale of 5. The boredom aspects data may then be converted into 31 statements based on Table 3, as shown in Figures 2-4.

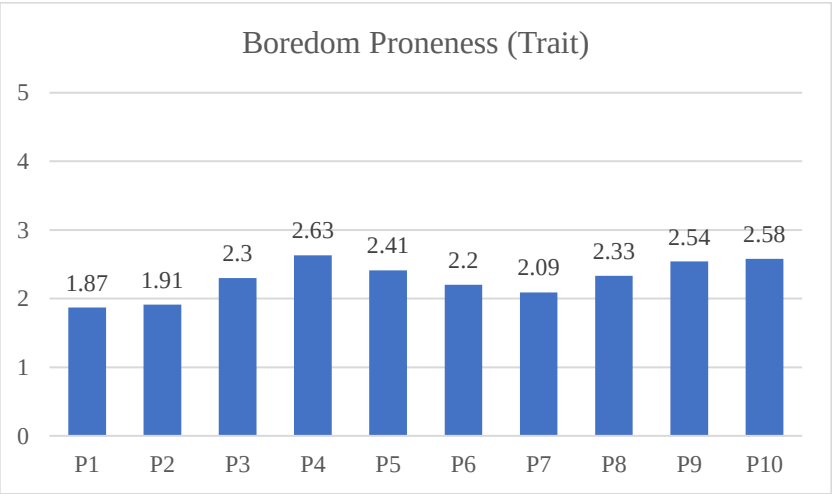

Figure 2. Boredom proneness

Figure 2 described about other characteristics typically related with academic boredom can be more clearly explained using the questionnaire scales and extra information obtained from the ABSI in various ways. In terms of academic boredom, full scale ratings varied from 1.00 (those with little or no inclination toward academic dullness) to 5.00 (those most vulnerable). However, when it comes to the highest relative level of feeling among individual things (usually and always pick), 21 students chose usually and always (with average 2,63)

require additional stimulation to get started than the majority of others (P4), with boredom connected with their choices. 22 students chose usually and always which were accumulated in 2,58 said much of what they performed was boring and they would rather do something more beneficial somewhere (P10).

Figure 3. Class-related

Likewise, Figure 3 explained about class-related ratings on the entire scale varied from a mean of 1.00 (never felt boredom in class) to 5.00 (regular boredom in class). 21 students picked 4 and 5, which totaled in C5 and indicated that they frequently considered other topics. In line with 28 Students chose usually and always who began to consider alternatives to sitting (C6). According to Mann and Robinson (2009) and Sharp et al. (2019), conventional classes are less interacting and more tedious than conferences, tutorials, or other kinds of delivery, with participants blaming excessive and inappropriate use of PowerPoint (e.g., reading from text-laden slides), the absence of significance, coherency, or pace, and student (mis)behavior in the instructor's theater. Regardless of location, daydreaming, 'switching off', or sketching were among the most often adopted alternative behaviors, with many resorting to social networking sites and the Internet at various times.

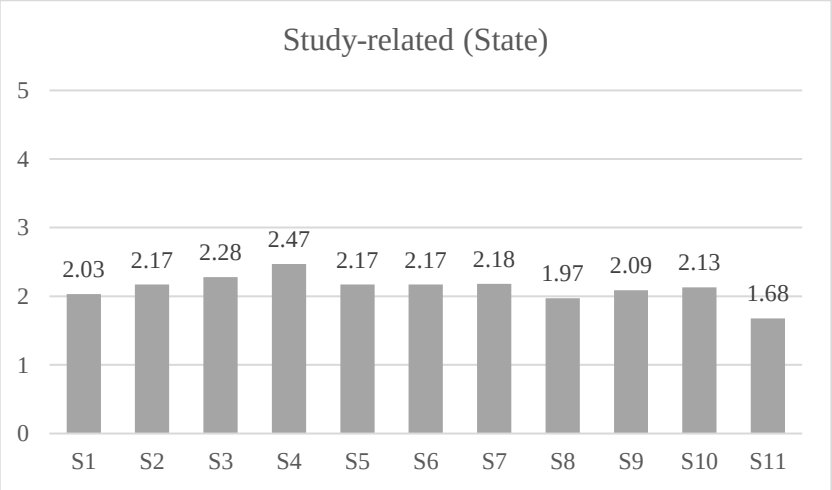

Figure 4. Study-related

In Figure 4, Full-scale study scores vary from an average of 1.00 (little or no boredom while studying anything) to 5.00 (those who are most prone to become bored when studying regularly). The 30 students who picked indications 4 and 5 from (S4) tried not to worry about anything else and were bored while sitting in (S3). Boredom from studying is also linked to a lack of attention, ease of distraction, and procrastination until late at night. When prepping for tests or completing tasks for grading reasons, free-response comments frequently highlight academic boredom caused by repetition, long wait periods, and a lack of options about what to do or how to do it.

After explaining it thoroughly, in the next stage the researcher will show the differences in boredom between secondary school and high school students.

Table 3. Descriptive statistics (high school students)

	N	Range	Min	Max	Mean		Std. Deviation	Variance	Skewness	
					Statistic	Std. Error			Statistic	Std. Error
English Score	38	50.00	50.00	100.00	84.16	1.87	11.51	132.46	-1.35	0.38
Overall Aspects	38	3.00	1.00	4.00	2.24	0.11	0.69	0.47	0.51	0.38
Boredom Proneness (P)	38	3.20	1.00	4.20	2.39	0.10	0.59	0.35	0.46	0.38
Class-related (C)	38	3.10	1.00	4.10	2.27	0.13	0.81	0.66	0.69	0.38
Study-related (S)	38	2.73	1.00	3.73	2.08	0.14	0.84	0.71	0.27	0.38

Table 3 indicates that the high school data (Skewness Statistics 0.51) follows a normal distribution. The Boredom S aspect is normally distributed, as its skewness lies within the -1 to

1 range, making it suitable for an independent sample T-test. Conversely, the Boredom P and C aspects do not follow a normal distribution, so the non-parametric Mann-Whitney U test is applied because their skewness values fall outside the -1 to 1 range.

Table 4. Descriptive statistics (secondary school students)

	N	Range	Min	Max	Mean		Std. Deviation	Variance	Skewness	
					Statistic	Std. Error			Statistic	Std. Error
English Score	38	25.00	75.00	100.00	85.13	1.05	6.50	42.28	0.84	0.38
Overall Aspects	38	3.09	1.26	4.35	2.24	0.12	0.71	0.50	0.99	0.38
Boredom Proneness (P)	38	3.90	1.10	5.00	2.18	0.15	0.92	0.84	1.41	0.38
Class-related (C)	38	3.80	1.20	5.00	2.39	0.13	0.78	0.61	1.07	0.38
Study-related (S)	38	2.64	1.00	3.64	2.17	0.11	0.69	0.47	0.38	0.38

From table 4 above show that overall, Secondary School (Skewness Statistics 0.99) levels, the data is normally distributed. The Boredom S aspect is also normally distributed because the data range is -1 - 1, so the independent sample T test is used. Then for boredom P and C aspects, the data is not normally distributed, so the non-parametric Mann-Whitney U test is used because the data range is not -1 - 1.

Table 5. Independent samples test

		Levene's Test		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Boredom (Overall Aspects)	Ev assumed	1.00	0.99	-0.03	74	0.98	-0.01	0.16	-0.32	0.31
	Ev not assumed			-0.03	73.93	0.98	-0.01	0.16	-0.32	0.31

**Ev = Equal variances*

From the SPSS statistical analysis in Table 5, it can be seen that there are differences but they are not significant. This is because the participants on average chose answers in the range 1-3. It can be concluded that there is no difference between high school and secondary school

students. The T-Test chart above demonstrates a not significant difference in academic tiredness levels between middle and high school students (Sig 2 tailed = 0.98 > 0.05).

Table 6. Mann-Whitney Test Statistics[a]

	Boredom Proneness (P)	Class-related (C)
Mann-Whitney U	500.50	648.00
Wilcoxon W	1241.50	1389.00
Z	-2.31	-0.77
Asymp. Sig. (2-tailed)	0.02	0.44

From the Table 6, there is a significant difference shown in the Boredom Proneness (P) aspect (asymp. sig. 0.02) because it is <0.05. However, the opposite is true in the Class-related (C) aspect, which shows asmp. sig. 0.44 so this aspect does not show an insignificant difference because it is >0.05.

Table 7. Independent Samples Test

		Levene's Test		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Study-related (S)	Ev assumed	2.50	0.12	-0.53	74	0.60	-0.09	0.18	-0.44	0.26
	Ev not assumed			-0.53	71.08	0.60	-0.09	0.18	-0.44	0.26

**Ev = Equal variances*

From the SPSS statistical analysis in Table 7, it can be seen that there are differences but they are not significant in Study-related (S) aspect between high school and secondary school students. The T-Test chart above demonstrates a not significant difference in academic tiredness levels between secondary and high school students (Sig 2 tailed = 0.60 > 0.05).

So, from the SPSS analysis tables above, it can be seen that both middle school and high school students feel quite bored during the process of learning English. Then, the difference in boredom at both levels can be seen in the Boredom Proneness (P) aspect which has a significant difference, where P4 provides the highest presentation contribution, while this is inversely

proportional to Aspect Class-related (C) which has an insignificant difference. Then for Aspect Study-related (S) the analysis results also show that the differences are not significant.

Discussion

Using information collected from a convenience sample of 76 secondary and high school students, the ABSI confirmed the discovery of three new scales and subscales capable of accurately assessing academic boredom's trait (boredom proneness) and state (class- and study-related) parameters, as well as further typical characteristics in one tool. Students who were more susceptible to academic boredom than others had been more likely to experience stronger routine sensations such as stress or frustration at a lack of significant engagement, routine caused by recurrence and an inability to use time effectively, according to a slight correlation observed between class-related boredom (state) and boredom proneness (trait) scores on the ABSI questionnaires (r = 0.76) (see also (Mann & Robinson, 2009; Sharp et al., 2016)).

Sharp et al. (2021) explores the influence of academic dullness in higher education, emphasizing the need for better course design and teaching strategies to boost student engagement. It emphasizes how many lecturers may underestimate the significance of achievement-related emotions, such as academic ennui, which can influence course design and delivery. To boost participation, the report recommends that course teams critically assess their processes and emphasize student input. It also advocates for the use of digital tools and problem-solving activities to modernize traditional lecture forms and increase student engagement. Additionally, the study emphasizes the importance of improved alignment across teaching, learning, and assessment components in order to promote deeper student involvement and understanding. The data show that a large proportion of students are regularly bored, particularly in conventional classroom settings, which leads to disengagement and poor academic performance. Overall, the debate emphasizes the significance of combating academic ennui in order to enhance educational achievements and student experiences in higher education. This is clearly consistent with our results that boredom is pervasive in English language learning situations.

Based on our findings, boredom can occur if learning is too monotonous and lacks variation. This opinion is supported by the findings of those which stated that Boredom in

English language courses can be linked to routine, stability, and repeated teaching techniques (Dumančić, 2018; Kruk & Zawodniak, 2017; Zawodniak et al., 2017). In the works of literature, monotony or boredom is also generated by the repetition of linguistic material and the use of identical teaching procedures with similar types of activities. As stated by psychologists, emotions such as restlessness and anger can occur when repetitive or laborious actions are necessary (Hill & Perkins, 1985; Larson & Richards, 1991).

Researchers also found that school level also has differences although not too significant in terms of boredom in learning English. This is supported by the findings stating that considering that boredom is an evolving term that can change from instruction to lecture and even inside one class (Joanna Zawodniak & Mariusz Kruk, 2019), the research looked into whether EFL students' boredom levels varied based on factors such as gender, age, grade level, and their academic performance in high school. Research indicates that students' academic fatigue is influenced by a variety of factors, including personality, environmental conditions, social support, age, gender, culture, education level, type of employment, financial status, and career status (Backović et al., 2012; M Ramdan & Nursan Fadly, 2016; Maslach & Schaufeli, 1993; Salmera-aro et al., 2018; Ulfa & Aprianti, 2021). In contrast to earlier studies that identified significant changes in boredom proneness depending on genders (Jaradat, 2015; von Gemmingen et al., 2003), this latest study demonstrated little variation in boredom levels across Secondary and High school students.

On the other hand, it was revealed that participants' boredom degrees varied substantially depending on their level of education, with boredom growing as the grade level rises. Similarly, Kruk and Zawodniak (2017) observed that English majors in Poland experienced boredom more frequently than younger participants, supporting their results by emphasizing the consistency of the sessions students had been attending for a long period. Similarly, it was revealed that, while Japanese junior high school EFL students were passionate about learning English in the first semester of their first year, their enthusiasm faded in the following semesters.

The present study found that students in the foreign languages program were the least bored, while those in the science path were the most bored in English classes. This conclusion is supported by the intrinsic importance which advanced students (i.e., students in the foreign

languages path who wish to pursue a profession related to English in the context of their studies) place on the English language learning procedure (Li, 2021).

Lack of facilities is also one of the factors that causes boredom that researchers have found. This is in line with research from Devy et al. (2020), prolonged study could give rise to boredom. This problem will be worsened by the facilities and infrastructure at institutions that do not support the full-day system of education, such as classrooms, teacher innovation in learning, and unsuitable learning settings. Susihono (2014) stated that lengthy learning durations, a lack of hurdles that may give motivation, confused tasks, and inadequate ambient settings can all lead to student weariness during the learning process. Boredom in learning can arise as a result of repetitive, uninteresting learning, continuing to have work assigned by instructors to be done at home, and learning time related with topics that are not as interesting for students and the instructor's method to impart knowledge is not attractive.

The researchers' answer is to supply an icebreaker. This can be seen from the findings which state This is one method of reducing boredom since it provides pupils with a brief respite during which they may rest (Kusumawardhani & Mulyadi, 2018). Based on students, games make learning easier to embrace since it happens in a more comfortable and stress-free setting. They will look forward to the lessons we are offering them and the range of activities we will give. According to them, introducing icebreakers at the beginning of the process of learning creates a learning atmosphere for students and piques their curiosity in learning, enabling them to engage in English learning activities.

Another way that researchers offer is to include games. based on Wulandari (2015), Games are one method for helping learners experience language instead of simply studying it. Games involve emotions, consequently the significance of the language is simpler comprehended. As an outcome, it is expected to outperform mechanical drill-based learning. If it is acknowledged that games can offer rigorous and valuable instruction in languages, they must be viewed as a vital component of language educators' toolbox rather than a way to pass the time. One example can be seen in Refai (2022), the Jigsaw II strategy is able to increase the effectiveness of English learning which focuses on reading comprehension. Even Hartono et al. (2021) Students who were taught using the storytelling approach performed higher in English than those who were taught using traditional methods.

One strategy for reducing boredom when studying English is to combine offline and online lessons. According to Ferdiansah et al. (2024), virtual classes which employ the Zoom Meeting application are suggested since the features are simple to use and allow students to strengthen their IT abilities.

So, this study highlights the widespread issue of academic boredom among secondary and high school students, particularly in English language learning. The Academic Boredom Scale Inventory (ABSI) successfully identified both trait and state dimensions of boredom, linking higher boredom proneness to increased stress and disengagement. The findings emphasize the importance of effective course design, teaching strategies, and the integration of digital tools to combat boredom. Factors such as grade level and subject interest significantly impact boredom levels, with older students and those in science tracks reporting higher boredom. Practical solutions like icebreakers, games, and blended learning are suggested to alleviate boredom and boost student engagement.

Reliance on a small, convenience sample limits its generalizability. The focus on English language learning may not fully represent boredom in other subjects, and self-reported data could introduce bias. Additionally, the effectiveness of the suggested boredom-reduction strategies may vary across different student groups and educational contexts. Further research with larger, more diverse samples is needed to confirm these findings and explore additional factors contributing to academic boredom.

CONCLUSION AND IMPLICATION

Conclusion

This study looked into the amount of boredom encountered by participants in their classroom English lessons as well as the prevalence of boredom across Secondary and High school students. Regardless of its limitations, the ABSI provided here is thought to be a successful indicator of student engagement in secondary and high school, and thus causes an important addition to the field of academic boredom research in general, as well as the relatively new and arising area of academic boredom research in Kerinci, Jambi, Indonesia. While the mental requirements faced by a secondary and high school student receive differing degrees of focus across specific institutions, the challenges linked with academic boredom as a major and primarily negative achievement-related feeling are, at best, downplayed.

Limitation

While the ABSI provides useful insights on academic dullness among secondary and high school students in Kerinci, Jambi, Indonesia, many limitations should be noted. First, the use of a convenience sample of just 76 students may restrict the findings' applicability to a larger population. The study's concentration on a single geographical location limits its application to other situations, possibly neglecting regional or cultural differences in academic boredom experiences. Furthermore, the cross-sectional form of the study precludes the identification of causal links between variables, limiting our knowledge of the evolution of academic boredom over the years. Furthermore, the ABSI's self-report nature brings the possibility of bias in response or socially desirable impacts, which might have an impact on the data's accuracy. Finally, while the ABSI detects multiple elements of academic boredom, its ability to capture the complexities of this phenomena may be restricted due to the absence of some key factors or the dependence on individual assessments of boring experiences.

Implication

This study has profound implications for a variety of stakeholders in the educational scene. To begin, educators might use the ABSI results to modify their teaching styles and curriculum designs to reduce academic boredom between secondary and high school students. Implementing methods like icebreakers and game components into courses can help to create a more engaging environment for learning, increasing student enthusiasm and involvement. Furthermore, legislators and school administrators may use the data to push for systemic reforms that improve facilities, infrastructure, and teaching procedures, resulting in more positive educational settings. Further, the finding of variances in boredom levels depending on grade level and academic track emphasizes the significance of taking each student's needs and interests into account when developing and implementing educational assistance efforts. Overall, the findings operate as a motivator for proactive initiatives and institutional reforms targeted at increasing student involvement and academic achievement.

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APPENDIX

Aspects and Statements of Instruments

Aspects	Statements
Boredom proneness (trait)	P1. I find myself at a loose end not really knowing what to do next
	P2. I find myself trapped in situations having to do really meaningless things
	P3. I find that that the things we have to do are really repetitive and monotonous
	P4. I need a lot more stimulation to get me going than most other people I know
	P5. I find it difficult to get really excited about my work
	P6. I find myself just sitting around on my own doing little of any real value
	P7. I find I struggle to occupy my time or to use it really productively
	P8. I get quite restless or even frustrated unless I'm fully engaged
	P9. We seem to do the same things over and over again, it's a really familiar and tiresome routine
	P10. I find most of what we do really tedious, I'd rather be doing something far more useful somewhere else instead
Class-related (state)	C1. Because time just drags on by, I find myself clock-watching more and more
	C2. I have real problems staying focused and alert, particularly if there's no way to make a contribution
	C3. I get really tired and sleepy or start yawning all the time
	C4. I start to really slump or sink into my chair
	C5. My mind begins to really wander on to other things
	C6. I think about what else I'd rather be doing instead of just sitting here in class
	C7. I start to really lose my concentration
	C8. My brain just 'switches off'
	C9. I feel stuck in the room and unable to escape.
	C10. As time goes by, I get more and more irritable and frustrated, particularly if I can't get involved
Study-related (state)	S1. When I feel like this, I have no real desire or motivation to learn
	S2. I'd rather put the work off until later and do something completely different instead
	S3. I get really fed up just sitting at my desk working all the time
	S4. I really struggle to stop my mind wandering on to other things
	S5. I get more and more moody and down
	S6. Time just seems to slow down to a complete standstill
	S7. I get really tired and start drifting off to sleep
	S8. I get more and more impatient and irritable
	S9. I find it really hard to concentrate and get easily distracted as a result
	S10. I get really fed up because the work is too challenging, I don't understand it or know what to do
	S11. I feel really isolated and cut off from everyone else

(source: The Academic Boredom Survey Instrument