

EXPLORING THE IMPACT OF TECHNOLOGY USE ON READING BOREDOM OF EFL STUDENTS:

A QUALITATIVE STUDY

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Abstract

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. 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 6th semester at a private university in Malang. 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.

INTRODUCTION

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. 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. 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. That might prove too overwhelming if students are disregarded by affective needs (Mercer, 2021). 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.

Research Method

Research design

This study employed a narrative approach to describe students' boredom with reading and the use of technology from a student's point of view. With this, I can collect detailed data directly from participants. We use theory thematic analysis from (Braun and Clarke, 2006)

Time and Place

This study was conducted over 5 months, from December 2023 to Mei 2024 at the University of Islam Malang in Indonesia

Targets

This study targets exploring the impact of reading boredom on reading context I.e textbook and e-book of indonesian learners

Research Subject

The participant is 4 indonesian students that already took reading 1,2,3,4 in University of Islam Malang that early 20s yo. Bachelor degree in English language education.

Prosedures

1. Selection of participant: selected based on pre-survey before we go to deep interview. And willingness to participate
2. Consent form: students signing research consent form
3. Interview scheduling: interview conducted multiple times
4. Data collection: In-depth narrative interviews and recorded by phone. With addition question via WA we can collect more information

Instruments

The instrument was in-depth interview conducted offline and recorded by phone. Question adopted to get more various question and suitable for students

Data Analysis techniques

Narrative analysis makes theming easy to categorize and related to boredom. I conducted interviews multiple times to fill the gaps in the data information. After transcribing, I categorize the theme and analyze data to make manageable data. I analyzed data by transcribing the interview and sending it to the participants to determine the credibility of this study, and then I coded the data. I used triangulation/trustworthiness and member checking to ensure the data is real.

Triangulation also helps increase the validity of the data obtained. I compare data from various sources to ensure accuracy and reliability.

Result and Discussion

Result

1. Students answered that their preference for visual content is highly engaging on phones. They expressed feeling bored when sees long text passages, but I noted the contrast when exploring the shorter text or quotes.
2. Based on that response, the participant mostly did not like reading, especially because of the academic requirements, in this case, studying on campus. However, she explains the activities that engage the reading
3. As we understand that from a psychological perspective, the student has different learning styles. Some students may prefer the printed book to feel the experience of holding a book, while others can enjoy the mobile device as a preference. From that, I can see that preference plays such an important role in motivation based on what format the student enjoys; that is like being motivated
4. we must remember the dual-factor model that influences motivation and intrinsic (internal) and extrinsic (external) factors. On one side, intrinsic motivation is important for long-term engagement, and on the other side, extrinsic motivation, such as accessibility and convenience, can have some impact on the material
5. The potential contribution of motivation and technology is based on multiple roles. Perspective in academics needs a holistic approach to optimize the process of language acquisition. Motivation as the driving force can show what students need, interests, and goals for relevance in language proficiency. It takes effort and time to see the challenges students face while learning a language.

Discussion

The finding showed that the participant's boredom was quite the same while reading. Students feel particularly bored related to reading and learning (Widowati, D. R., 2023), and they are mostly bored when reading text for too long. Further, basic skills like English have less basic skills, but if they want to study and are motivated to learn English, that can bring the students high skills (Torikin et al., 2022). However, this finding is quite the same as the previous research finding found boredom in students. The difference between this research is that it uses qualitative methods, and most previous research uses quantitative to measure boredom. This can be good for further research. Reading boredom is negatively and significantly associated with reading comprehension performance (Shehzad et al., 2020). Students should know the

situation to prepare strategies for building awareness and solving the problem (Hidayanti, I., Azami, M I., 2022). Although they face challenges in reading and boredom, they still have a great way to handle the challenges in the reading context. The interacting apps are very good based on their perception. Interaction with other apps can easily decrease their boredom, but it is not easy if they spend too much time on their smartphones with the culture here.

Conclusion

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.

Suggestions

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.

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.

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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