

STUDENTS' READING BOREDOM COPING STRATEGIES AND READING PERFORMANCE: FROM GENDER PERSPECTIVE ACROSS PROFICIENCY LEVEL

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Abstract: Reading is the most beneficial and motivating of the four abilities needed to attain English proficiency. However, mastering the skill of reading is difficult, as it requires decent deliberation of meaning while reading the texts. Many students across the world are reported to have little interest in reading and lacking motivation to read, one prominent factor affecting reading interest and motivation is reading boredom. Therefore, it is important to conduct study regarding reading boredom coping strategies and its effect on reading performance based on gender perspective. This study was conducted on 4 students consisting of high achiever and a low achiever from both male and female. The data was collected through interview and analyzed using qualitative data analysis that includes data reduction, organization, display and interpretation. The study reveals that while students experience reading weariness differently, they all share a tendency to stop due to boredom. Reading boredom is influenced by content-related factors for high achievers but not low achievers. High achievers are motivated by assignments and do not experience boredom, while low achievers do. High achievers use more boredom coping strategies, but face challenges. Female students perceive reading achievement as influencing grades, while male students focus on reading performance.

Keywords: *Reading, boredom coping strategies, performance*

INTRODUCTION

Reading is a complex cognitive undertaking. Reading requires sophisticated cognitive abilities. Reading is the most beneficial and motivating of the four abilities needed to attain English proficiency. Students who read with comprehension and response in mind are better able to understand and respond to texts (Ni'mah & Sholihah, 2022). According to (McNamara, 2009), reading also considered as useful skill to be mastered by an individual. Students can develop their critical thinking skills by reading books to acquire reading comprehension (Yunus & Ubaidillah, 2021). Reading comprehension is essential for lifelong learning and is a requirement for learning from texts. Employing reading strategies is a productive technique to fully understand literature. Effective reading is crucial for achieving second language proficiency because it is the foundation for all other language learning courses (Ni'mah & Umamah, 2020). The process of comprehending the correspondences between written symbols and spoken language is known as word recognition. Understanding includes making sense of words, phrases, and related material (Roziqin et al., 2023).

Despite of reading importance that gives students essential knowledge and information, mastering the skill of reading is difficult, as it requires decent deliberation of meaning while reading the texts. There are still many students still do not read at the levels required for success in the classroom and the workplace in the future, despite the fact that reading competence has grown significantly over the previous 20 years. Based on OECD data in 2017, many individual and teenagers show little interest in and drive for reading; as 40% of students, drawn from a sample of 50 countries, said they were less than interested in their reading classes on average (OECD, 2017). At the same time, motivated children demonstrate greater reading comprehension and overall reading success across grade levels and ethnic and cultural backgrounds (Schiefele et al., 2012).

There are several studies that fundamentally related to the lack of motivation in reading that leads to literacy problems such as reading interest and reading habit, but only few studies aimed to explore reading boredom, despite of its common occurrence in reading activities. Academically speaking, boredom is defined as an inside feeling, motive, mood, or mental experience that can be benign, harmful, or even painful (Kruk & Zawodniak, 2018). It arises when one perceives one's surroundings as undemanding, boring, and uninteresting. Boredom is a bad emotion in which a person finds it difficult to focus on a work at hand, cannot maintain the necessary level of concentration, and blames the outside world for their unpleasant feelings (Eastwood et al., 2012). Despite the efforts made to pinpoint the elements that make up the feeling of boredom, it is obvious that a definition of the term must also be based on a model or theoretical framework. Moreover, reading boredom might be experienced in several ways that difference in each individual, as Pekrun et al. (2010) specifically stated that specific affective elements painful, unpleasant feelings, cognitive elements changed time perceptions, physiological elements lowered arousal, expressive elements voice, face, and posture expressions, and motivational elements desire to change the activity or leave the situation are all included in the concept of boredom.

There are various causes of reading boredom, several studies have indicated that the monotonous nature of teacher-controlled activities, students' unfavorable attitude toward the target language, incapacity to handle dull situations, and low teacher engagement are likely causes of boredom (Amiri, et al, 2022). As was previously mentioned, students employ range of coping strategies to deal with the detrimental

impacts of boredom in addition to simply feeling bored (Eren, 2013). This may be related to the absence of a thorough theoretical framework that addresses the coping mechanisms students use to deal with boredom. To address the aforementioned gap, Nett et al. (2010) created a theoretical framework based on students' boredom coping mechanisms including cognitive-approach, behavioral-approach, cognitive-avoidance, and behavioral-avoidance. Cognitive-approach strategies require a person to change their own views about the boring situation, such as telling themselves to focus on the activity again. In contrast, behavioral-approach strategies require a person to change the uninteresting situation, such as suggesting that the teacher vary the lessons (Nett et al., 2010). It is interesting that previous studies paid little attention to how students dealt with boredom (Eren & Coskun, 2016).

In regards to reading boredom, numerous researchers have carried out comparable studies for instance, Shehzad et al. (2010) aims to examine the association between reading boredom and reading comprehension ability by using reading boredom coping mechanisms as a mediator which demonstrated a strong but inverse association between reading comprehension skills and ennui during reading. Additionally, there was a positive and substantial correlation found between reading ennui and coping mechanisms for it. Additionally, there was a strong and positive correlation between reading comprehension performance and boredom coping mechanisms. Moreover, Indiriani (2019) tried to determine the relationship between the reading habits and reading comprehension skills, and it is found that positive and significant correlation was formed between students' reading boredom coping strategies and habit. Another study by Zhang (2023) also found that there are positive relationships between these ideas and how they impact learners' boredom coping strategies. While teacher support was a stronger predictor of learners' boredom coping strategies than teacher support strategies, there were still positive relationships between these concepts and learners' boredom coping strategies. The purpose, subject, and methodology chosen will determine how this study differs from that which the author plans to do. The author of this study will use a quantitative approach and a questionnaire to examine the relationship that has been established between students' reading habits and boredom coping mechanisms.

As previously mentioned, there is currently a lack of research on exploring the relationship of students' reading boredom coping strategies and their gender perspective reading performance. Therefore, based on all the relevant statements, the researcher intends to examine this relationship with the following formulation of the problem: How Do Students' Solve Their Boredom When Reading: From Gender Perspective Across Proficiency Level in the Second Semester of English Education Students at Universitas Islam Malang?

RESEARCH METHOD

The current study was conducted using qualitative approach. Creswell (2018) asserted that qualitative research involves examining an issue or phenomenon from both a surface-level and a deep-level perspective. Qualitative method is a research approach that focuses on understanding the meaning people attach to their experiences, behaviors, and interactions. The goal of the qualitative technique is to better comprehend the meaning. The current study was conducted using qualitative approach. By gathering data that is frequently descriptive, detailed, and open-ended, it aims to identify underlying motives, beliefs, and attitudes.

Respondent to this research is four students from the second semester in English education students of English education department at Universitas Islam Malang. The participants were chosen purposively based on gender and their achievements to explore different reading boredom in gender perspective and the level of reading performance. The participants in this study includes high achiever and low achiever male and female students.

The data was collected through observation, interviews, and documentation. The questions that guide the interview process were prepared in advance in an open-ended interview, the interviewer does not consult the list of questions and instead lets the respondents speak at their own pace (Ryan, 2009). Students were the informant questioned for this study. The interview guidelines consisted of 10 items based on 4 indicators which include students' experience regarding boredom in reading, factors causing boredom in reading, boredom coping strategies, and the influence of boredom coping strategies on students' reading performance. The process of analyzing qualitative data going through and organizing the interview transcript, filed note, and other

materials you gather to better understand them yourself and to make it possible for you to share what you have learned with others is known as data analysis. Data analysis derived from interview results utilized in this study. The data analysis above led to the conclusion that the researcher collects data in the first stage. gathering information based on information gathered by observation, interviews, and documentation. After then, the data must be reduced so that only the relevant information may be used in accordance with the requirements. Making a conclusion or using verification data comes last. Data are those that come from observations made by researchers in the field. The current study's data analysis includes making a transcript of the interview result, screening to all transcript of interview, answering the research questions, and making generalization of the findings that individuals attribute to their interactions, behaviors, and experiences.

FINDINGS AND DISCUSSION

This chapter presents the result and discussion regarding reading boredom coping strategies employed by students in based on gender perspective.

Students' Experience on Reading Boredom

The result of the study indicated that each students have unique experience, such as being overwhelmed, and losing interest for females, losing motivation and feeling no benefits from reading for males. However, all the students have similar patterns of reading boredom, which is wanting to stop reading when facing reading boredom. Here is the research result regarding content related factors.

Students' Experience on Reading Boredom

Student	Transcript	Boredom Experience
Female		
High Achiever	What I feel when I'm bored while reading is usually because I feel a little overwhelmed by what I'm reading or I feel like I don't understand the topic of the reading. I feel like I want to stop reading and rest my mind.	Feeling overwhelmed, want to stop reading
Low Achiever	Well, I will answer your question, When I feel bored with a reading that is too long and the content is less interesting, I might lose interest and not continue the reading.	Losing interest and want to stop reading
Male		
High Achiever	Based on my experience, when I feel bored while reading, I feel less motivated to continue.	Losing motivation to continue reading
Low Achiever	What I feel when I'm bored of reading is that I don't get anything from the results of reading	Feeling no merits in continuing reading

This means that reading activities will not happen unless the feeling of boredom in reading dissipates. According to control value theory by Pekrun (2006), If students see reading as irrelevant, uninteresting, or not beneficial, their engagement is likely to diminish, resulting in boredom, this is why goals, content, purpose, psychological and assignment factors is related to control value theory. This is consistent with the study of Kruk and Zawodniak (2018) who found that boredom in learning might hinders learning process unless it is resolved. Moreover, Shehzad & Ahmed (2020) stated that boredom in reading leads to several symptoms such as lacking interest, reluctance to read, unmotivated, easily tired in reading and worse it could lead to negative attitude towards reading such as anxiety and avoidance.

Factors Causing Reading Boredom

In this study, there are several factors affecting reading boredom such as content, goals and purpose, psychological and assignment related factors.

In terms of reading content, it is found that there are similar patterns based on gender perspective, and the difference is based on achievement perspective.

Reading Content Related Factors

Student	Transcript	Interpretation
Female		
High Achiever	That's right, because for the length of the text, the quality and genre of the reading is very influential,	Affects reading boredom
Low Achiever	About the length of the reading or the level of difficulty, it does not affect or make me bored, but what influences is the content of the reading.	Does not affect reading boredom, but content does
Male		
High Achiever	For long texts, the high level of difficulty really does affect boredom.	Affects reading boredom
Low Achiever	Personally, I prefer genres, especially the romance genre, but the quality, length of the text or difficulty doesn't matter, what matters is the genre that I like.	Does not affect reading boredom, but content does

It is found that both high achievers stated that content related factors does affect reading boredom while low achievers stated that content does not affect reading boredom. This is in line with the statement of Graesser et al., (2014) that earners get bored due to challenging tasks, lack of interest in content, and dysfunctional motivation. Moreover, Zaccoletti et al., (2020) found that boredom occurrence is significantly high in repeated task as well as time demanding task. In case of low achiever students there is possibilities that they are less frequently involved in reading compared to high achievers as female low achiever stated that she only read following mood, while male low achiever only read based on interest. This is also related to control value theory by Pekrun (2006) that having goals in mind provide reading activities with perspective of relevancy of benefits which helps students to avoid reading boredom. It is also consistent with

the current study's result that all students stated that goals and purpose influence the degree of reading boredom.

Reading activities can also have various purpose and goals such as entertainment, assignment or filling out curiosities, these factors might affect reading boredom based on the compatibilities of reading material and students' personal goal or purposes which is explained in the following table.

Reading Purpose and Goal Related Factors

Student	Transcript	Interpretation
Female		
High Achiever	Yes, it's true, I sometimes feel bored but I have a reading target for one day that is 4 chapters, bored or not I have to complete the task.	Purpose and goal do affect reading boredom
Low Achiever	Yes, you could say that, because we read to achieve a goal or result, so if you read without a goal or result, you could say it has no benefit, so it can make me bored.	
Male		
High Achiever	About the lack of goals and results can influence reading boredom, I don't think so because we actually read to fill time, so we can get the goals and results by reading.	Purpose and goal do not affect reading boredom
Low Achiever	Yes, especially when you intend to read but what you are looking and what you want, it's not in the book	Purpose and goal do affect reading boredom

In terms of goal and reading purpose, female students tend to read for a certain set of purpose while male students tend to read based on preference. This result is in line with Loh et al., (2020), that female students tend to utilize metacognitive and social strategies, while male students dominant in use of cognitive and compensatory strategies. This is similar because cognitive strategies involve learning management such as setting learning goal, planning and evaluation. And setting preference is related to compensatory strategy when the students read for benefits or rewards, they will get in reading.

In regards to psychological factors each students have different answer about psychological factors as explained in the following table.

Psychological Factors

Student	Transcript	Interpretation
Female		
High Achiever	That's right, when I feel sad, bored and unmotivated I want to stop reading because even	Internal factors affect boredom and cause the

	though I have a reading target, I won't get the main point from what I read.	student to lose reading purpose
Low Achiever	The internal condition that might affect boredom for me is might be the mood, because if we read, we have to be in a good mood, really focused and quiet, and no hindrance.	Mood affects reading boredom depends on the situation and focus.
Male		
High Achiever	If you feel sad, not in the mood or have angry emotions, that really affects your reading boredom, because when you lack motivation, or are in a sad mood, you are rarely feel like reading and instead do other activities, or no desire to read at all.	Internal factors affect boredom and might extinguish the drive to read
Low Achiever	Yes, it can affect boredom, such as mood or lack of motivation.	Internal factors affect boredom in reading

It is found that female high achiever students tend to lose reading purpose on certain psychological condition, low achiever female student who stated that mood and situation changes might affect reading boredom. Moreover, male high achiever stated that psychological factors such as sadness and lacking motivation could extinguish reading drive completely and cause the student to move to other activities, and low achiever male students stated that mood and motivation affect reading boredom. This result is consistent with the theory of under-stimulation by Larson & Richards (1991) that founds a link between boredom and situations where learners are exposed to unchallenging, repetition-oriented tasks, which results in the experiencing of under-arousal. Moreover, this also supported by the statement by Zaccoletti et al., (2020) that reading boredom signified by lacking motivation, or reluctance to read due to anxiety. Moreover, Shehzad & Ahmed (2020) also stated that learners' anxiety and lack motivation often leads to boredom. This is consistent with perceived control in control value theory as stated by Pekrun (2006) that when students perceive reading as difficult or beyond their control, lacking motivation and engagement decrease, or in a negative emotions which can result in boredom (Pekrun, 2006).

Furthermore, in term of assignment, there is similarities between high achievers from male and female students.

Assignment Related Factors

Student	Transcript	Interpretation
Female		
High Achiever	No, because I enjoy the assignment given to understand the text, and as long as the lecturer gives me enough time to complete the assignment, I probably won't feel the pressure.	Enjoys reading assignment and does not affect reading boredom
Low Achiever	If reading is an assignment, in my opinion it doesn't affect it, it's just how we use our time well, that's all.	Does not affect reading boredom with good time management
Male		
High Achiever	I don't think so, because if I have to study or have	Assignment decrease

	assignments, it actually increases my enthusiasm, because here we have a goal to find the answer to a problem.	reading boredom and gives purposes
Low Achiever	If I am required to study or do assignments, it actually makes me bored in reading because there is an aspect of pressure.	Assignment creates pressure that leads to boredom

It is found that male students take enjoyment and being more motivated by reading assignments and does not affect reading boredom at all. Meanwhile, female low achiever tends to be indifferent towards assignment but stated no boredom came from reading assignment, but low achiever male students perceive assignment as a pressure and boredom might come from it. The result is related with the forced-effort theory by Hill & Perkins (1985) boredom is shown as emerging from being forced to put a lot of cognitive effort into a task. However, the result shows different result for high achiever students, where boredom did not come from assignment, this is because high achiever believed that assignment is not being forced to them, while it does for one of low achievers. Furthermore, Kruk & Zawodniak (2018) also found reading activities in the classroom leads to boredom more frequently compared to leisure reading, which also in contrast with the result from this study in terms of high achievers. This is also related to control value theory by Pekrun (2006), because if a student is required to read texts that do not align with their interests or academic goals, they may find the activity to be of low value. This mismatch between personal interests and the assigned reading material can lead to a decreased emotional investment, manifesting as boredom.

Students' Reading Boredom Strategies

In terms of boredom coping strategies, every student has unique boredom coping strategies and no noticeable pattern to be seen based on gender perspective.

Students' Reading Boredom Strategies

Student	Transcript	Interpretation
Female		
High Achiever	My strategy for overcome boredom in reading is usually to listen to music while reading, but not music like pop, so, music which is meant to focus on reading, and I also have a reading target so I can consistently finish reading.	Using music to boost reading focus and consistency
Low Achiever	The strategy for not getting bored while reading is to relax, keep my mind undisturbed, that is, I just focus on reading, like that.	Relaxing mind and avoid disturbance to increase focus
Male		
High Achiever	As for my strategy to overcome the boredom of reading, as I said in the first question, I watch films because they can motivate us or read comics, because there are pictures there so I don't get bored, most people can enjoy reading because there are pictures.	Switch to different reading activities that involve visuals
Low Achiever	As for my own strategy, I usually look for books	Following reading

whose titles make me curious because of my curiosity, I feel like reading that book.	preference
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It is found that there is a pattern concerning students' achievement. As high achievers tend to use other media such as audio in music used by female high achiever and visual in movies used by male high achiever. As for low achiever, none of them use audio or visual, their reading pattern seen only from their reading activities. This is in line with the study by Hasyim (2023) who studied reading strategies employed by high achiever students, and found that high achiever students employ more strategies compared to mid and low achiever students by utilizing various sources to support their reading.

Analysis regarding difficulties shows unique difficulties as their strategies are unique one to the others. It is explained in the following table.

Difficulties in Reading Boredom Coping Strategies

Student	Transcript	Interpretation
Female		
High Achiever	Even though I have a reading target, there are events or activities that I cannot miss. I will abandon the target and replace it when I have free time.	Strategies cannot optimally utilize if there is higher priority
Low Achiever	There is no problem, because the obstacles are from myself so I have to maximize myself so as not to get bored.	Strategies depends on self-conviction
Male		
High Achiever	Regarding the obstacles, there are indeed obstacles to carrying out this strategy, for example I want to watch a film but I'm tired of daily activities so I can't do it and I prefer to sleep in my room.	Physical or psychological condition might affect the effectiveness of strategy
Low Achiever	As for the problem, most of the books that make me curious are a little bit, the problem is that the title itself is ordinary, especially if there is an external factor such as being invited to play with a friend, so the interest in reading immediately disappears.	Strategy might be disturbed by distraction and lacking interest

The data shown that for female students, high achievers' difficulties is caused by higher priorities, while low achiever difficulties is based on personal matters. Meanwhile, for male students, high achievers' personal condition such as boredom of applying his own strategies might prove a challenge, while low achiever found his challenge due to disturbance and lack of interest. Based on gender perspective, there is different pattern of perceived success of boredom coping strategies. It is shown that both female students tend to be confident of the success of their own boredom coping strategies, while male students tend to be unsure about the success of their boredom coping strategies. This is in line with Hasyim (2023) who found that high achiever students tend to understand their learning goal and needs and managed to employ their

reading strategies successfully. This also related to the statement by Nett et al (2011) that boredom coping strategies divided into cognitive-approach, behavioral-approach, cognitive-approach strategies, an individual alters their views pertinent to the uninteresting situation, for instance, telling oneself to concentrate and focus; while behavioral-approach strategies necessitate a person to alter an uninteresting situation.

In terms of the effect of boredom coping strategies based on gender perspective, there is a difference concerning gender perspectives.

The Effect of Reading Boredom on Reading Performance

Student	Transcript	Interpretation
Female		
High Achiever	It is very influential because it can affect our grades and our knowledge when reading.	Reading boredom does affects reading performance
Low Achiever	In my opinion, there is no effect of reading boredom on reading performance. It may or may not affect reading achievement.	Reading boredom does not affects reading performance
Male		
High Achiever	In my own opinion, the effect is indeed influential, especially if we read when we are bored, our reading performance will automatically decrease, especially for people who don't read enough. So, it really affects reading performance.	Reading boredom does affects reading performance
Low Achiever	It is quite influential for me, because it can affect my own reading performance such as speed and level of focus	Reading boredom does affects reading performance

The result shows that female students tend to emphasize reading performance based on achievement as stated by low achiever female student stated that reading boredom does not affect reading achievement, and female high achiever that reading boredom influence the grades and knowledge acquisition in reading. However, male students tend to perceive reading performance is about how well they conduct reading activities itself as stated by male high achiever student that reading boredom is in contrary line with reading performance, as reading boredom increases the reading performance will decrease which is consistent with the statement of low achiever male students that boredom might affects reading speed and level of focus. As stated by Kruk & Zawodniak (2018) that boredom can reduce academic motivation, negatively affecting achievement by pushing the learner into a cursory gathering and processing of information. Moreover, Shehzad, et al (2020) found that reading boredom coping strategies mediated the association between reading boredom and reading comprehension performance.

CONCLUSION

The study reveals that while every student experiences reading weariness differently, they all share a tendency to stop due to boredom. Reading boredom is influenced by various

factors, including assignment-related factors, psychological aspects, objectives and purposes, and content. High achievers are more affected by content-related factors, while low achievers are less affected. Female students read with specific intentions, while male students read for personal enjoyment. High achievers are motivated by assignments and do not experience boredom, while low achievers do. High achievers use more boredom coping strategies, but they face unique challenges. Female students perceive reading achievement as influencing grades, while male students perceive reading performance as based on their performance in reading activities. Overall, reading boredom affects all students differently. The study suggest that it is necessary to develop reading interest in addition to boredom coping strategies as it helps to prevent reading boredom and provide support and motivation as well as providing instruction about boredom coping strategies. It also suggests following research to conduct reading boredom study on more specific reading task or material such as reading academic or fictional text.

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