

**INVESTIGATING BOREDOM AND ANXIETY IN LEARNING
ENGLISH FACED BY NON-ENGLISH MAJOR STUDENTS AT
SRIWIJAYA UNIVERSITY**

A THESIS

by

Dwinanda Yulia Nur Hallmah

Student Number : 06011281924036

English Education Study Program

Language and Arts Education Department



**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY**

2024

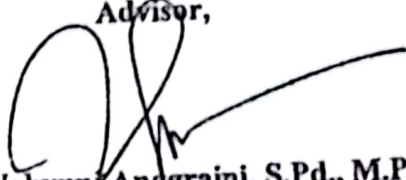
**INVESTIGATING BOREDOM AND ANXIETY IN LEARNING ENGLISH
FACED BY NON-ENGLISH MAJOR STUDENTS AT SRIWIJAYA
UNIVERSITY**

A thesis by

Dwinanda Yulia Nur Halimah
Student Number: 06011281924036
English Education Study Program
Department of Language and Art Education

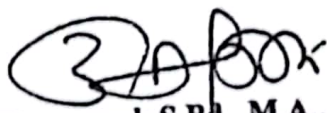
**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY
INDRALAYA
2024**

Approved by
Advisor,


Hesti Wahyuni Angraeni, S.Pd., M.Pd
NIP. 198609282014042001



Certified by
Head of English Education Study Program


Eryansyah S.Pd., M.A., Ph.D
NIP. 196907181995121001

APPROVAL
INVESTIGATING BOREDOM AND ANXIETY IN LEARNING ENGLISH
FACED BY NON-ENGLISH MAJOR STUDENTS AT SRIWIJAYA
UNIVERSITY

A thesis by

Dwinanda Yulia Nur Halimah
Student Number: 06011281924036
English Education Study Program
Department of Language and Art Education

FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY
INDRALAYA
2024

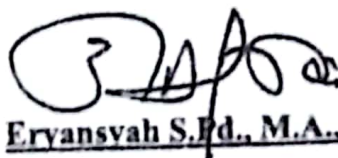
Approved by
Advisor,



Hesti Wahyu Anggraini, S.Pd., M.Pd

NIP. 198609282014042001

Certified by
Head of English Education Study Program



Eryansyah S.Pd., M.A., Ph.D

NIP. 196907181995121001

**INVESTIGATING BOREDOM AND ANXIETY IN LEARNING ENGLISH
FACED BY NON-ENGLISH MAJOR STUDENTS AT SRIWIJAYA
UNIVERSITY**

A Thesis

By

Dwinanda Yulia Nur Halimah

06011281924036

**This thesis was defended by the writer in final examination and was
approved by examination committee on:**

Day: Thursday


Date: 11th July, 2024

- 1. Chairperson : Hesti Wahyuni Anggraini, S.Pd., M.Pd.**
- 2. Member : Machdalena Vianti, M.Pd., M.Ed. Ed.D**

Palembang, 11th July, 2024

Certified by,

Head of English Education Study Program,


Ervansyah, M.A., Ph.D.

NIP. 196907181995121001



DECLARATION

I, the undersigned,

Name : Dwinanda Yulia Nur Halimah

Students' Number : 06011281924036

Study Program : English Education

Declare this thesis untitled "I, the undersigned,

Name : Dwinanda Yulia Nur Halimah

Students' Number : 06011281924036

Study Program : English Education

Declare this thesis untitled "Investigating Boredom and Anxiety in Learning English Faced by Non-English Major Students at Sriwijaya University" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Palembang,

The Undersigned,



Dwinanda Yulia Nur Halimah

NIM. 06011281924036

DECLARATION

I, the undersigned,

Name : Dwinanda Yulia Nur Halimah

Students' Number : 06011281924036

Study Program : English Education

Declare this thesis untitled "I, the undersigned,

Name : Dwinanda Yulia Nur Halimah

Students' Number : 06011281924036

Study Program : English Education

Declare this thesis untitled "Investigating Boredom and Anxiety in Learning English Faced by Non-English Major Students at Sriwijaya University" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Palembang,

The Undersigned,



Dwinanda Yulia Nur Halimah

NIM. 06011281924036

DEDICATION

This thesis serves as a representation of my study resolve, devoted to myself, my family, and my network of support. I sincerely appreciate your unwavering support throughout my journey.

"I'm grateful to still be here in the past and future pages of my life, which I know will be filled with both happy and painful adventures. I'm hoping that the upcoming pages will be better ones that will help me grow stronger and appreciate all pages—new or old—even more. My former self will take great delight in the old page."

ACKNOWLEDGEMENTS

First and foremost, the author would like to thank Allah SWT for her grace and mercy in enabling her to complete her undergraduate thesis. One of the criteria for my degree in the English Education Study Program at Sriwijaya University's Faculty of Teacher Training and Education was met by conducting this study. The author also wishes to thank her family, who she considers to be very important, especially her parents, sister, and friends, for their unwavering love and support, which has given her the strength and drive to complete this thesis.

In addition, the writer would like to thank., Hesti Wahyuni Anggraini, S.Pd., M.Pd. her adviser, for being a professional, understanding, and patient mentor. His advice and direction throughout the research were really helpful for this thesis. In addition, the writer expresses gratitude to Dr. Hartono, M.A., the Dean of FKIP Unsri, Eryansyah, M.A., Ph.D., the Coordinators of the English Education Study Program, and other staff members for their assistance with administrative procedures.

This writer additionally appreciates the knowledge, expertise, and generosity of every educator in the English Education Study Program at Sriwijaya University's Faculty of Teacher Training and Education. Lastly, the writer expresses her gratitude to all of the SEESPA 2019 participants, friends, and responders who assisted and encouraged her to complete her thesis. I sincerely appreciate all of your love and support.

Palembang, July 2024

Dwinanda Yulia Nur Halimah

TABLE OF CONTENTS

APPROVAL.....	Error! Bookmark not defined.
DECLARATION	Error! Bookmark not defined.
DEDICATION	1
ACKNOWLEDGEMENTS	2
LIST OF APPENDICES	7
ABSTRACT.....	Error! Bookmark not defined.
CHAPTER 1 INTRODUCTION	Error! Bookmark not defined.
1.1 The Background of The Study	Error! Bookmark not defined.
1.2 The Problems of The Study	Error! Bookmark not defined.
1.3 The Objectives of The Study	Error! Bookmark not defined.
1.4 The Significance of the Study	Error! Bookmark not defined.
CHAPTER II.....	Error! Bookmark not defined.
LITERATURE REVIEW.....	Error! Bookmark not defined.
2.1 Psychology in the World of Education....	Error! Bookmark not defined.
2.2 Psychology in Learning English.....	Error! Bookmark not defined.
2.3 Anxiety in Learning English	Error! Bookmark not defined.
2.4 Anxiety in English Writing	Error! Bookmark not defined.
2.5 Anxiety in English Speaking	Error! Bookmark not defined.
2.6 Boredom in Learning English	Error! Bookmark not defined.
2.7 Relationship between Anxiety in Learning English	Error! Bookmark not defined.
2.8 Relationship between Boredom in Learning English	Error! Bookmark not defined.
2.9 Previous Related Studies	Error! Bookmark not defined.
CHAPTER III	Error! Bookmark not defined.
METHODOLOGY.....	Error! Bookmark not defined.
3.1 The Design of the Study	Error! Bookmark not defined.
3.2 Operational Definitions	Error! Bookmark not defined.
3.3 The Population and Sample of the Study	Error! Bookmark not defined.
3.3.1 The Population of the Study.....	Error! Bookmark not defined.
3.3.2 Sample of the Study	Error! Bookmark not defined.

3.4	Instruments and Technique of Data Collection	Error! Bookmark not defined.
3.4.1	Questionnaire	Error! Bookmark not defined.
3.4.2	Interview	Error! Bookmark not defined.
3.5	Validity	Error! Bookmark not defined.
3.6	Technique for Analysing Data	Error! Bookmark not defined.
3.6.1	Questionnaire	Error! Bookmark not defined.
3.6.2	Interview	Error! Bookmark not defined.
3.6.3	Triangulation	Error! Bookmark not defined.
CHAPTER IV		Error! Bookmark not defined.
FINDINGS AND DISCUSSIONS		Error! Bookmark not defined.
4.1	Findings	Error! Bookmark not defined.
4.1.1.	Sources of Boredom	Error! Bookmark not defined.
4.1.2	Sources of Anxiety	Error! Bookmark not defined.
4.1.2.	Level of Boredom and Anxiety	Error! Bookmark not defined.
4.1.3.	Statistical Analysis	Error! Bookmark not defined.
4.2	Discussion	Error! Bookmark not defined.
CHAPTER V		Error! Bookmark not defined.
CONCLUSIONS AND SUGGESTIONS		Error! Bookmark not defined.
5.1.	Conclusions	Error! Bookmark not defined.
5.2.	Suggestions	Error! Bookmark not defined.
REFERENCES		Error! Bookmark not defined.

LIST OF TABLES

Table 1. Total Students on Monday & Wednesday	Error! Bookmark not defined.
Table 2. Total Students on Tuesday & Thursday	Error! Bookmark not defined.
Table 3. Sample of the Study	Error! Bookmark not defined.
Table 4. The Interval of Boredom Level.....	Error! Bookmark not defined.
Table 5. The Interval of Anxiety Level.....	Error! Bookmark not defined.
Table 6. Sources of Boredom.....	Error! Bookmark not defined.
Table 7. Sources of Anxiety.....	Error! Bookmark not defined.
Table 8. level of Boredom.....	Error! Bookmark not defined.
Table 9. Level of Anxiety	Error! Bookmark not defined.
Table 10. Descriptive Statistics of Anxiety.....	Error! Bookmark not defined.
Table 11. Descriptive Statistic of Boredom	Error! Bookmark not defined.
Table 12. Descriptive Statistic of English Score....	Error! Bookmark not defined.
Table 13. Normality Test Result	Error! Bookmark not defined.
Table 14. The Result of Homogeneity Test between Anxiety and English Language Learning	Error! Bookmark not defined.
Table 15. The Result of Homogeneity Test between Boredom and English Score	Error! Bookmark not defined.
Table 16. The Result of Linearity Test between Anxiety and English Language Learning	Error! Bookmark not defined.
Table 17. The Result of Linearity Test between Boredom and English Language Learning	Error! Bookmark not defined.
Table 18. The Result of Correlation Test between Anxiety & English Language Learning	Error! Bookmark not defined.
Table 19. The Result of Correlation Test between Boredom & English Language Learning	Error! Bookmark not defined.
Table 20. The Result of Correlation Test between Boredom and Anxiety and English Language Learning	Error! Bookmark not defined.

Table 21. Regression Test Result between Anxiety and English Language Learning
.....**Error! Bookmark not defined.**

Table 22. Regression Test Result between Predictor Variables (Boredom& Anxiety) and Criterion Variable (English Language Learning)**Error! Bookmark not defined.**

LIST OF FIGURES

Figure 1. The Explanatory Sequential Design Analysis**Error! Bookmark not defined.**

LIST OF APPENDICES

- Appendix 1 : The Foreign Language Learning Boredom Scale
- Appendix 2 : Foreign Language Classroom Anxiety Scale (FLCAS)
- Appendix 3 : Experts' Validation of the Level of Appropriateness of the Statements in Boredom and Anxiety Questionnaire
- Appendix 4 : Expert Judgment on the Level of Appropriateness of the Statements in the Self-made Interview Questions
- Appendix 5 : The Result of Validity Test of The Foreign Language Learning Boredom Scale
- Appendix 6 : The Result of Validity Test of The Foreign Language Classroom Anxiety Scale (FLCAS)
- Appendix 7 : The Result of the Answers of the Foreign Language Learning Boredom Scale
- Appendix 8 : The Result of the Answers of The Foreign Language Classroom Anxiety Scale (FLCAS)
- Appendix 9 : The Result of Self-made Interview Questions
- Appendix 10 : The English Students' Scores
- Appendix 11 : *Surat Usul Judul Skripsi*
- Appendix 12 : *SK Pembimbing Skripsi*
- Appendix 13 : *SK Izin Penelitian*
- Appendix 14 : *SK Izin Penelitian UPT Bahasa*
- Appendix 15 : *Surat Persetujuan Mengikuti Ujian Akhir Program*
- Appendix 16 : Thesis Consultation Book

**INVESTIGATING BOREDOM AND ANXIETY IN LEARNING ENGLISH
FACED BY NON-ENGLISH MAJOR STUDENTS AT SRIWIJAYA UNIVERSITY**

ABSTRACT

Language is a means of communication, which is essential to human existence. Learning a language produces a range of feelings with both positive and negative implications. These feelings have a crucial role in the acquisition and success of second languages (L2). In many languages, boredom is described as a person-environment interaction between an unstimulating or restrictive circumstance and an individual's characteristic experience of constraint, restlessness, or lethargy. The sources of this feeling are foreign language classroom boredom, under-challenging task boredom, PowerPoint presentation boredom, homework boredom, teacher-dislike boredom, general learning trait boredom, and over-challenging or meaningless task boredom. Anxiety is a common human feeling that includes dread and doubt and that it typically arises when a person feels as though their self-worth is under jeopardy, and it prevents people from thinking normally. The sources of this feeling are communication apprehension, test anxiety, and fear of negative evaluation. The level of boredom and anxiety are low, moderate, and high. The present study aimed to know the sources of boredom and anxiety, the level of boredom and anxiety, and whether there was any significant correlation between was any significant correlation between boredom and anxiety in English language learning. The instruments used in this study were Foreign Language Learning Boredom: Conceptualization and Measurement, FLCAS, and the students' English students' score. The research findings indicated that; (a) the sources of boredom were PowerPoint presentation boredom and over-challenging or meaningless while the sources of anxiety were communication anxiety, test-anxiety, and fear of negative evaluation, (b) the level of boredom and anxiety mostly in moderate level, and (c) there were a significant correlation between Boredom and English language learning, and no correlation existed between Anxiety and English Language Learning.

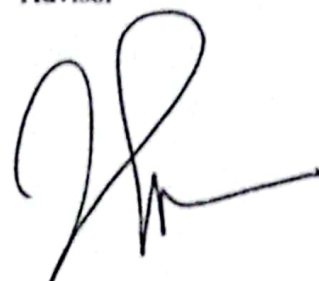
Keywords: Boredom, Anxiety, English Language Learning.

A thesis by an English Education Study Program student, Faculty of Teacher Training and Education, Sriwijaya University.

Certified by,
Coordinator of English Education Study Program

Approved by,
Advisor


Eryansyah, M.A., Ph.D.
NIP. 196907181995121001


Hesti Wahyuni Anggraini, S.Pd., M.Pd
NIP. 198609282014042001

CHAPTER 1

INTRODUCTION

This chapter provides (1) the background of the study, (2) the problems of the study, (3) the objectives of the study, (4) the significance of the study.

1.1 The Background of The Study

Shao, et al (2019) claim that learning a language produces a range of feelings with both positive and negative implications. These feelings have a crucial role in the acquisition and success of second languages (L2). Language is a means of communication, which is essential to human existence. People must learn a language to improve their ability to communicate with one another because it is a means of interacting with others and exchanging ideas, opinions, and feelings through the use of words. English is particularly important since it is a universal language in the age of globalization (Riadil, 2020). Boredom is commonly defined as a state of restlessness due to lack of interest (Boredom, 2016, as cited in Lee & Zelman, 2019).

Most of the time, boredom among students is a fleeting emotion that varies in intensity based on how aroused the student is during a task. Thus, bored students can experience a wide range of emotions, from happy exhaustion (indifferent boredom) to a painful sense of helplessness combined with dissatisfaction (apathetic boredom) and an irrational desire to change the situation (calibrating boredom). They can also experience searching boredom, which is an effort to find something more interesting to do, or reactant boredom, which is an unpleasant attempt to place the blame elsewhere (teachers, materials, topics, etc.). According to studies (Daschmann, Goetz, & Stupinsky, 2011; LePera, 2011; Todman, 2013, as cited in Pawlak et al., 2020), boredom is linked to impulsivity, stress, risk-taking, impaired self-regulation, demotivation, reluctance to put up mental effort, and lower achievement (Preckel et al., 2010, as cited in (Pawlak et al., 2020a)).

In order for teachers and students to anticipate sources of boredom and anxiety in their classes and be better prepared to find creative and innovative ways to create fun in learning English and also improve students' English skills, it is

necessary to investigate the problem of boredom and anxiety in order to reveal what makes students feel bored and anxious in teaching their English process.

The general causes of anxiety, according to (Albulescu et al., 2023), can be behavioural (lack of learning skills, avoiding and/or delaying work assignments, or efforts that need to be invested), affective (evaluation of one's own state: a state of tension, tense muscles, tremors), or cognitive (negative thoughts, global evaluations related to previous failures, and threats to the ego based on self-esteem).

Ajmal, et al (2019) asserts that anxiety is a common human feeling that includes dread and doubt and that it typically arises when a person feels as though their self-worth is under jeopardy. Depending on how long it lasts, anxiety can alternatively be a condition or a feature. Anxiety prevents people from thinking normally. Even though they have spent ten years studying English in structured junior high, high school, and university settings, many Indonesian students who learn the language still struggle to speak it fluently and effectively in everyday situations (Abadi, 2015). (Musthafa, 2001).

Writing is seen by many ESL (English as a second language) and EFL (English as a foreign language) writers as a difficult task due to its complicated nature, in addition to the writers' limited vocabulary and poor grammatical knowledge of the English language, according to Sabti, et al (2019). Compared to L1 writers, who can write quite easily because they have automatic and quick access to the nuances of the language, ESL and EFL writers may not have as much language at their disposal, which makes it difficult for them to write effectively in the foreign language (English).

Many people say they have a mental barrier when it comes to learning a foreign language, yet in other contexts, they might be excellent language learners. They frequently experience anxiety reactions that make it difficult for them to function well in foreign language classes; they could also find studying to be burdensome. When learning a foreign language, students may experience anxiety because of issues with communication anxiety (e.g., trouble comprehending what the teacher is teaching), negative assessment (e.g., fear of being corrected and fear of making mistakes), and general anxiety (e.g., fear of failing the class) (Horwitz et al., 1986, as cited in Ali Khalaf Ali, 2017).

1.2 The Problems of The Study

The following questions are formed from the problems of this study in light of the background information provided by the research mentioned above:

- 1) What are the sources of boredom and anxiety?
- 2) What are the levels of anxiety and boredom of students?
- 3) Is there any correlation between boredom and anxiety in English language learning?

1.3 The Objectives of The Study

The study's goals were to learn more based on the problems mentioned above:

- 1) To find out the sources of boredom and anxiety.
- 2) To find out the levels of boredom and anxiety.
- 3) To determine whether there is a correlation between boredom and anxiety in English language learning.

1.4 The Significance of the Study

It is intended that the findings of this study will be useful in informing students, instructors, and other researchers about boredom, anxiety, and the reasons behind these emotions that non-English students who are enrolled in ECFSAW course held by UPT Bahasa Sriwijaya University potentially encounter. In order to help students, deal with boredom and anxiety when they arise, the author wishes for them to comprehend and identify the causes of these sensations. The author hopes that the findings of this study will help lecturers enhance their teaching methods in order to lessen the frequent feelings of anxiety and boredom experienced by non-English students enrolled in courses at the place of the course. Furthermore, it is anticipated that this study will serve as a helpful resource for future investigations into the reasons for boredom and anxiety.

REFERENCES

- Abadi, C. P. (2015). Developing Speaking Skill in EFL English Course. *Journal on English as a Foreign Language*, 5(2), 133. <https://doi.org/10.23971/jefl.v5i2.373>
- Ahmetović, E., Bećirović, S., & Dubravac, V. (2020a). Motivation, anxiety and students' performance. *European Journal of Contemporary Education*, 9(2), 271–289. <https://doi.org/10.13187/ejced.2020.2.271>
- Ahmetović, E., Bećirović, S., & Dubravac, V. (2020b). Motivation, anxiety and students' performance. *European Journal of Contemporary Education*, 9(2), 271–289. <https://doi.org/10.13187/ejced.2020.2.271>
- Ajmal, M., Ahmad, S., & Scholar, P. (2019). *Exploration of Anxiety Factors among Students of Distance Learning: A Case Study of Allama Iqbal Open University Exploration of Anxiety Factors among Students of DL: A Case Study of AIOU 68* (Vol. 41, Issue 2).
- Albulescu, I., Labar, A.-V., Manea, A. D., & Stan, C. (2023). The Mediating Role of Anxiety between Parenting Styles and Academic Performance among Primary School Students in the Context of Sustainable Education. *Sustainability*, 15(2), 1539. <https://doi.org/10.3390/su15021539>
- Aliaga, M., & Gunderson, B. (2000). *Interactive Statistics*.
- Ali El Deen, A. A. M. M. (2023). Students' boredom in English language classes: Voices from Saudi Arabia. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1108372>
- Ali Khalaf Ali, M. (2017). English Language Anxiety: Development and Validation of a Brief Measure. *International Journal of Psychology and Educational Studies*, 4(2), 42–53. <https://doi.org/10.17220/ijpes.2017.02.005>
- American Psychological Association. (2018). Educational psychology promotes teaching and learning. *Haettu*, 20.
- Arindra, M. Y., & Ardi, P. (2020). The Correlation between Students' Writing Anxiety and the Use of Writing Assessment Rubrics. In *Journal : Language Education and Acquisition Research Network Journal* (Vol. 13, Issue 1).
- Ary, D. (2010). *Introduction to Research in Education (8th ed.)* (8th ed.). Cengage Learning.
- Aydin, E., & Cigerci, F. M. (2020). Yabancılarla Türkçe Öğretiminde Dijital Hikâye Anlatımının Yaratıcı Yazma Becerisine ve Yazma Öz Yeterliğine Etkisi. *Turkish Stud. Educ. Sci*, 15, 2425–2442.
- Bhandari, P. (2020). *What is Qualitative Research Methods & Examples*.
- Cakici, D. (2016). The Correlation among EFL Learners' Test Anxiety, Foreign Language Anxiety and Language Achievement. *English Language Teaching*, 9(8), 190. <https://doi.org/10.5539/elt.v9n8p190>
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research Methods in Education* (5th ed.). Routledge Falmer.

- Creswell, J. W., & Clark, P. (2011). *Designing and Conducting Mixed Methods Research* (2nd ed.) (2nd ed.). SAGE Publications.
- Dewaele, J. M., Botes, E., & Greiff, S. (2023). Sources and effects of foreign language enjoyment, anxiety, and boredom: A structural equation modeling approach. *Studies in Second Language Acquisition*, 45(2), 461–479. <https://doi.org/10.1017/S0272263122000328>
- Diehl, J., Robb, M. P., Lewis, J. G., & Ormond, T. (2019). Situational speaking anxiety in adults who stutter. *Speech, Language and Hearing*, 22(2), 100–110. <https://doi.org/10.1080/2050571X.2018.1441782>
- Dornyei. (2005). *The psychology of language learner: individual differences in second language acquisition*.
- Elpidorou, A. (2018). The bored mind is a guiding mind: toward a regulatory theory of boredom. *Phenomenology and the Cognitive Sciences*, 17(3), 455–484. <https://doi.org/10.1007/s11097-017-9515-1>
- Fang, F., & Tang, X. (2021). The Relationship Between Chinese English Major Students' Learning Anxiety and Enjoyment in an English Language Classroom: A Positive Psychology Perspective. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.705244>
- Getie, A. S. (2020). Factors affecting the attitudes of students towards learning English as a foreign language. *Cogent Education*, 7(1). <https://doi.org/10.1080/2331186X.2020.1738184>
- Griffie, D. T. (2005). Research Tips: Interview Data Collection. *Developmental Education*, 28, 36–37.
- Haryati, R. (2022). *THE CORRELATION AMONG TEACHER'S NEGATIVE REINFORCEMENT, STUDENTS' ANXIETY, AND STUDENTS' ACHIEVEMENT OF SOCIAL SCIENCE DEPARTMENT STUDENTS OF FKIP SRIWIJAYA UNIVERSITY IN LEARNING ENGLISH A THESIS*.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign Language Classroom Anxiety. In *Source: The Modern Language Journal* (Vol. 70, Issue 2).
- Illowsky, B., & Dean, S. (n.d.). *INTRODUCTORY STATISTICS*. <https://LibreTexts.org>
- Islam, W., Ahmad, S., & Islam, Md. D. (2022). Investigating the Problems Faced by the University EFL Learners in Speaking English Language. *International Journal of TESOL & Education*, 2(2), 47–65. <https://doi.org/10.54855/ijte.22223>
- Jain, Y., & Sidhu, G. K. (2013). Relationship between Anxiety, Attitude and Motivation of Tertiary Students in Learning English as a Second Language. *Procedia - Social and Behavioral Sciences*, 90, 114–123. <https://doi.org/10.1016/j.sbspro.2013.07.072>
- Kruk, M., & Zawodniak, J. (2018). *Boredom in practical English language classes: Insights from interview data*. <https://www.researchgate.net/publication/325661590>

- Lee, F. K. S., & Zelman, D. C. (2019a). Boredom proneness as a predictor of depression, anxiety and stress: The moderating effects of dispositional mindfulness. *Personality and Individual Differences, 146*, 68–75. <https://doi.org/10.1016/j.paid.2019.04.001>
- Lee, F. K. S., & Zelman, D. C. (2019b). Boredom proneness as a predictor of depression, anxiety and stress: The moderating effects of dispositional mindfulness. *Personality and Individual Differences, 146*, 68–75. <https://doi.org/10.1016/j.paid.2019.04.001>
- Li, C., Dewaele, J. M., & Hu, Y. (2023a). Foreign language learning boredom: Conceptualization and measurement. *Applied Linguistics Review, 14*(2), 223–249. <https://doi.org/10.1515/applirev-2020-0124>
- Li, C., Dewaele, J.-M., & Hu, Y. (2023b). Foreign language learning boredom: Conceptualization and measurement. *Applied Linguistics Review, 14*(2), 223–249. <https://doi.org/10.1515/applirev-2020-0124>
- Li, C., Dewaele, J. M., & Hu, Y. (2023c). Foreign language learning boredom: Conceptualization and measurement. *Applied Linguistics Review, 14*(2), 223–249. <https://doi.org/10.1515/applirev-2020-0124>
- Li, C., & Wei, L. (2023a). Anxiety, enjoyment, and boredom in language learning amongst junior secondary students in rural China: How do they contribute to L2 achievement? *Studies in Second Language Acquisition, 45*(1), 93–108. <https://doi.org/10.1017/S0272263122000031>
- Li, C., & Wei, L. (2023b). Anxiety, enjoyment, and boredom in language learning amongst junior secondary students in rural China: How do they contribute to L2 achievement? *Studies in Second Language Acquisition, 45*(1), 93–108. <https://doi.org/10.1017/S0272263122000031>
- Long, M., Wood, C., Littleton, K., Passenger, T., & Sheehy, K. (2010). *The Psychology of Education*. Routledge. <https://doi.org/10.4324/9780203840092>
- MacIntyre, P. D., Clément, R., & Donovan, L. A. (2002). *Willingness to communicate in the L2 among French immersion students*.
- Martin, M., Sadlo, G., & Stew, G. (2006). The phenomenon of boredom. *Qualitative Research in Psychology, 3*(3), 193–211. <https://doi.org/10.1191/1478088706qrp066oa>
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. In Sage.
- Musthafa, B. (2001). Communicative language teaching in Indonesia issue of theoretical assumption and challenges in the classroom practice. *Journal of Southeast Asian Education, 2*.
- Özer, Z., & Yetkin, R. (2022). *EXPLORING THE LINK BETWEEN FOREIGN LANGUAGE ANXIETY AND ATTITUDES TOWARDS ENGLISH AMONG TURKISH HIGH SCHOOL EFL LEARNERS* (Vol. 7, Issue 2).
- Pabro-Maquidato, I. M. (2021). The Experience of English Speaking Anxiety and Coping Strategies: A Transcendental Phenomenological Study. *International Journal of TESOL & Education, 45*–64.

- Pawlak, M., Kruk, M., Zawodniak, J., & Pasikowski, S. (2020a). Investigating factors responsible for boredom in English classes: The case of advanced learners. *System*, 91, 102259. <https://doi.org/10.1016/j.system.2020.102259>
- Pawlak, M., Kruk, M., Zawodniak, J., & Pasikowski, S. (2020b). Investigating factors responsible for boredom in English classes: The case of advanced learners. *System*, 91, 102259. <https://doi.org/10.1016/j.system.2020.102259>
- Petrus, I. (2019). *Statistics in education course materials* ((Rev.ed)). NoerFikri Offset.
- Riadil, I. G. (2020). EFL Students in Speaking Skill: Identifying English Education Students' Perceptions of the Psychological Problems in Speaking. *JETAL: Journal of English Teaching & Applied Linguistic*, 2(1), 8–20. <https://doi.org/10.36655/jetal.v2i1.266>
- Sabti, A. A., Md Rashid, S., Nimehchisalem, V., & Darmi, R. (2019). The Impact of Writing Anxiety, Writing Achievement Motivation, and Writing Self-Efficacy on Writing Performance: A Correlational Study of Iraqi Tertiary EFL Learners. *SAGE Open*, 9(4). <https://doi.org/10.1177/2158244019894289>
- Safitri, Fadila. Ayu. (2021). *The Perception of Sixth-Semester Students of English Education Study Program of Sriwijaya University on English Pronunciation After Taking Phonetics and Phonology Course*. Sriwijaya University.
- Satar. (2017). Panduan Penentuan Skoring Kriteria Kuesioner Gutman. *Scribd*, 1-10. <https://id.scribd.com/document/357686857/Panduan-Penentuan-Skoring-Kriteria-Kuesioner-Gutman>
- Sari, M. N., Ningsih, E. A., Muhammadiyah, S., & Penuh, S. (n.d.). *AN ANALYSIS OF STUDENTS' ANXIETY IN LEARNING ENGLISH AT THE ELEVENTH GRADE OF SMAN 10 KERINCI* (Vol. 4).
- Setiawan, A. (2020). *Students' Perception on the Use of Kahoot! Application in Reading Narrative Text at SMAN 3 Makassar*. Muhammadiyah Makassar.
- Shao, K., Pekrun, R., & Nicholson, L. J. (2019). Emotions in classroom language learning: What can we learn from achievement emotion research? *System*, 86, 102121. <https://doi.org/10.1016/j.system.2019.102121>
- Todman, M. (2003). Boredom and Psychotic Disorders: Cognitive and Motivational Issues. *Psychiatry: Interpersonal and Biological Processes*, 66(2), 146–167. <https://doi.org/10.1521/psyc.66.2.146.20623>
- Tran, T. T. L. (2022). An Investigation into the Causes of Students' Anxiety in Learning English Speaking Skills. *International Journal of TESOL & Education*, 2(3), 183–196. <https://doi.org/10.54855/ijte.222312>
- Tsai, C. (2018). The effects of communication strategy training on efl speaking anxiety and speaking strategy among the community college adult learners in Taiwan. *International Forum of Teaching and Studies*, 14(2), 3–19.