



Factors Influencing EFL Student's Boredom in Reading Academic Journal

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Abstract

Reading academic journals is an important part of academic life, especially for students. However, many students feel bored in reading academic journals, which can affect their academic performance. This study aims to find out the factors that influence students' boredom in reading academic journals, and to find out the strategies used by students in overcoming boredom in reading academic journals. The research method used a qualitative approach with a descriptive type. The participants in this study were four students majoring in English at Universitas Muhammadiyah Kendari. Data collection used interviews. Based on the results of the study, it was found that there are two factors that affect the boredom of students reading academic journals, namely internal factors and external factors, the first internal factor is 1) Lack of enthusiasm; 2) laziness; 3) motivation. The second factor, on the other hand, is external, and includes things 1) writing-related aspects, 2) vocabulary, 4) difficult-to-understand language, and 5) family. Students use various strategies to overcome boredom when reading academic journals, such as engaging in physical activities, clearing their minds, playing games, watching movies, finding a comfortable place to read, setting reading goals, reading simple texts, planning the right moment, listening to music.

Keywords: *EFL Student's Boredom, Reading Academic Journal*

Introduction

One of the key language skills that has a significant impact on students' academic success is reading. One of the best ways to learn is by reading (Maulidar, 2018:01). According to Bashir (2012), reading helps people develop correct thought processes and generate new ideas. It also shapes their personality. This has an impact on a child's academic success as well as their overall quality of life.

Moreover, a core component of reading literacy is interest in reading (Simanová & Babiaková, 2022). Everyone needs to improve their reading skills, but college students in particular need to do so. One of the reading resources that students can use is academic journals. Subramanyam (2013), asserts that students who are interested in research should read scientific papers. Reading scientific articles in a particular topic can help one understand what has been discovered before and what questions still need to be solved.

Unfortunately, reading academic journals demands focus, time management techniques, and attention to detail, so it is not always simple. Reading journals can help students improve their general knowledge, develop their information networks, and advance their studies. Reading helps students develop analytical, critical thinking, and problem-solving skills. But most students find reading boring especially when reading academic journals. According to Durbin (2009), reading academic journals is considered a laborious task that requires patience and practice. According to Subramanyam R. (2013), especially for those who are less proficient in reading scientific writing, reading academic journals can be a tedious experience. In other words, reading academic journals will improve readers' comprehension unless they know the right tactics and methodical techniques to do so.

In this study, there are still many researchers who do not examine the boredom of students reading. Previous research involving students' emotions has concentrated on their test-taking anxiety. However, there is a dearth of studies concerning boredom experiences (Mann & Robinson, 2009; Mora, 2011). researchers are still not entirely sure about it, especially regarding the internal and external factors of boredom of students reading significant academic journals. Previous studies have mostly focused on internal and external factors in the classroom in Chengchen Li and Ye Han's (2022) study entitled Learner-internal and learner-external factors for boredom amongst Chinese university EFL students. So the researcher is interested in examining the internal and external factors of students boredom in reading academic journals.

However, when reading academic journals, students still feel bored, after conducting preliminary data collection using purposive sampling specifically on English students at Universitas Muhammadiyah Kendari. It is seen that students often experience a number of problems, such as boredom caused by certain situations that can hinder understanding and excitement towards the subject matter being studied. According to Macklem (2015), the two ways a person feels bored are when they are not engaged in interesting activities or when they are inactive. Bored people "have difficulty paying attention, find it hard to concentrate, and need effort to maintain focus on (and not be distracted from) what is going on in the environment," according to Macklem (2015), Furthermore, bored people are

easily distracted or lack ambition to complete the activity at hand. The emotional state of fatigue results in learning boredom, which is characterized by lethargy, indifference, refusal to learn, and decreased focus.

This research focuses on what internal and external factors influence students' boredom in reading academic journals, as well as what strategies students use to overcome this boredom.

Method

This research uses descriptive-qualitative methods to collect data. This qualitative descriptive method is used to systematically describe certain symptoms factually and accurately related to the phenomena that occur. According to Moeleong (2017: 16) states that qualitative research aims to understand the phenomena experienced by research subjects such as behavior, perceptions, actions, motivations, and so on. Researchers use this qualitative method in order to obtain in-depth information about the factors of student boredom when reading academic journals.

The participants in this study were students majoring in English at Universitas Muhammadiyah Kendari in the 2023/2024 academic year. The first step of this study was to distribute a mini survey about students' boredom while reading academic journals. The purpose of sampling was to identify research participants. To select participants who were most likely to provide information, purposive sampling method was used. According to Kelly (2010, p. 317), purposive sampling is used to select respondents who are most likely to provide relevant and useful information. The total number of participants involved was 21 students. Based on the results of the questionnaire, 21 students felt bored when reading academic journals. A total of 4 students agreed to participate further. These individuals were chosen because the researcher could learn a lot from them about what causes EFL students to feel the boredom while reading academic journals.

The data collection method used was in-depth interviews, which provide a comprehensive understanding of participants' experiences, opinions and feelings regarding the research issue. In-depth interviews can create a safe space for participants to openly discuss their experiences in the context of research on internal and external factors affecting EFL students' boredom while reading academic journals. As stated by Zuriah (2009), interviews serve as a means of obtaining information through a series of questions that must be asked and answered verbally.

To analyze the data obtained through interviews, the researcher carried out the following stages. According to Milles and Huberman (2014), analysis in this perspective consists of three streams of activity: data reduction, data presentation, and conclusion drawing.

Results

Based on the interview results, the researcher found that the factors that influence students to get bored reading academic journal consist of two things, namely 1) internal factors, 2) external factors. The basis of the data analysis is Macklam's (2015) theory regarding factors that affect boredom. The following is a detailed explanation of this, the findings of each aspect will be explained as follows:

1. Factors that influence student's boredom in reading academic journal

a. Internal Factors

Internal factors are factors that come from within an individual or organization and affect behavior, decisions, and results achieved. Researchers found that four students interviewed had internal factors when they were bored reading academic journal. Internal factors are all factors that exist in a person or factors that come from individuals, both physical (physical) and spiritual (psychological) Slameto (2013: 54), The following are the results of interviews related to internal factors of student boredom reading academic Journal:

1. lack of enthusiasm

Lack of enthusiasm is a condition where someone feels a loss of enthusiasm to do something. This situation can cause obstruction of all activities and work that we should do. It is also experienced by many students today, especially students majoring in English.

Based on the results of the interview with VSN as a participant, it was reported that one of the main reasons for boredom while reading the journal was often encountering unfamiliar words. Participants felt the need to look up the meaning of the word before they could continue reading, which in turn reduced their excitement and interest in the process of reading the journal.

("I often feel lack of enthusiasm when reading journals, because I often find words that I rarely encounter so I do not know the meaning of a sentence and make me have to find out first what the meaning of the word is so that it reduces my enthusiasm to read the journal further").

Furthermore, an interview with one of the English students named ABY as a participant, stated that the participant was less excited when reading the journal every day, because the participant had to find the right situation to focus on when reading.

("I am less enthusiastic when I read my journal every day, because I have to find the best situation to focus myself while reading")

In addition, there were also several other participants stated that they were less enthusiastic about reading English journals because there were many sentences that were not understood, and the writing or language was too complicated to be understood when reading.

2. Laziness

Laziness is a behavior that almost everyone has. Laziness is also very much found among students. As the successor of the nation, students should be more active in seeking knowledge, not only on campus, knowledge can be sought anywhere and anytime. Students should want to get rid of their lazy habits. Because laziness can cause harm.

Based on interview with the VSN as a participant, reading journals on a regular basis makes one lazy, which eventually leaves one uninterested in reading articles from academic journals. As a result, participants lose interest in the content they are studying and don't have the time or energy to comprehend it.

(“When I read journals continuously, I become lazy which eventually makes me not interested in reading academic journal. As a result, I become bored with the material studied and lack the time and energy to understand it”).

In addition, based on the results of the interview with participant HS, the participant reported feeling lazy when reading journals. The participant's concentration was disrupted because they constantly checked their phones and occasionally opened multiple applications, which caused them to lose enthusiasm for reading and become discouraged about it.

(“Yes, I feel lazy when I am reading academic journals. As usual, when I am reading, I always look at my cellphone and occasionally open some applications that make me not focus on reading, so I forget about my reading, when that happens I am too immersed in playing cellphone and discourage me from continuing my reading”).

3. Motivation

Motivation is an impetus that makes people act or behave in motivational ways that refer to the cause of a behavior. According to Mohtar (2019: 20) "Motivation is a work motivation that arises in a person to behave in achieving predetermined goals". Motivation is also very necessary for students in reading English journals. therefore, there must be strong motivation to make students interested or not interested when reading journals. If the motivation is lacking, let alone reading English journals, just listening to the titles already feel bored and lazy.

The Based on the results of the interview with VSN as a participant, the participant stated they felt less motivated after reading the journal. Participants become bored when they read due to lack motivation to do it.

(“I feel less motivated when reading journals. Due to a lack of encouragement from myself, I feel bored when reading”)

In addition, the results of interviews with RPS as a participant stated that the motivation to read was very low because the friendship environment was not interested in reading and did not support reading activities that did so that it affected him to make it feel less motivated when reading. therefore, interest in

reading must be instilled from an early age.

(“Yes, because my friends are less supportive and they are not interested in reading. This makes me feel less motivated when I'm reading, and also when I see my friends who are not reading lying down or just playing with their cellphones, so I usually get influenced and don't continue my reading”)

b. External Factors

External factors are elements that come from outside the individual or organization and affect behavior, decisions, and results achieved. Researchers found that four students interviewed had external factors when they were bored reading academic papers. One of the factors causing reading problems is external factors, external factors that can cause reading problems are family conditions and school conditions. According to Slameto (In Mulyono Abdurrahman, 2003: 52). The following are the results of interviews related to external factors of student boredom reading academic journal.

1. Writing

Writing scientifically is a type of formal writing that is scientific in nature. It is called formal because it uses standard language in accordance with the rules in the Big Indonesian Dictionary (KBBI) and follows a systematic writing structure. According to Keraf (2001), scientific writing must be clear, precise, and simple. Clarity ensures the reader understands the content of the writing, accuracy ensures the correct use of facts and terms, and simplicity avoids convoluted sentences. Tarigan (1994) also emphasizes the importance of straightforward and unambiguous language to prevent misunderstanding.

Based on the results of the participant interview with ABY, one of the reasons the participant got bored reading the journal was that they were having trouble understanding the phrases. This occurs when someone who is not very proficient in reading English writing must continually interpret each sentence in the journal they are reading, which leads to boredom and tiredness.

(“One of the things that makes me bored when reading is that I have to understand the sentences contained in the journal I am reading, because I am also not too fluent in understanding English writing, so I feel bored when I have to continuously interpret one by one the sentences contained in the journal I am reading”)

2. Vocabulary

Vocabulary is defined as the set of all words that one understands or all words that one will use to construct new sentences. Vocabulary or what is often referred to as vocabulary can be interpreted as all the words contained in one language.

Based on the results of interviews with RPS as a participant, participants often get vocabulary that they do not understand so that when reading makes them bored quickly and decide to stop reading English journals.

("I often get vocabulary that I don't understand so that when I read it makes me easily bored when I'm reading").

In addition, the results of the interview with VSN as a participant also stated that in academic journals, especially in the academic field, participants often find vocabulary that has never been obtained before, such as previous theories used by the author and some use of sentences that are arranged systematically. This makes her boredom increase when reading journals.

("In journal articles, especially in the academic field, I often find vocabulary that I have never gotten before, such as previous theories used by the author and some systematic use of sentences. This increases my boredom when reading journals").

3. Difficult to understand language

Language in its concept only has two ways of communication, namely verbal and nonverbal. Language is not limited to what humans can write and understand. Language encompasses all creatures in the world, this means including animals and others. However, the only language that humans understand is human language.

Based on the results of interviews with ABY, HS and RPS as a participant, same stated that they felt bored when reading English journals because the language was difficult to understand, they was still not fluent in English so it made they bored when reading, especially when there were so many journals and languages that were difficult to understand.

("Yes, I feel bored when reading because of the language that is difficult for me to understand, I am still not fluent in English so it makes me bored when reading, especially with so many journals and languages that are difficult to understand"). (ABY)

("When I was reading, I still did not understand the sentences contained in the journal, and also reading journals in English is very different from reading journals in Indonesian, so it made me feel bored quickly when I was reading because I was constrained in language"). (HS)

("In terms of language, because I still don't understand English writing, so when I was reading, I had to translate the sentences in the journal, because I translated the English sentences in the journal continuously, I felt a little tired and bored quickly because of doing this"). (RPS)

4. Family

The family is the smallest group of individuals in society; however, it is the main foundation for the formation of human resources that can influence the state of society. Therefore, it is very important to provide good counseling for each of its members in order to realize a family that complies with the norms and provides benefits to society.

Based on the results of interviews with ABY as a participant stated that when he was focused on reading at home, the participant often felt disturbed by the commotion that occurred in his home environment, besides that when he reading in the room.

("When I am focused on reading at home, I often get distracted by the commotion that happens in my home environment, such as when I am reading in the room but my mother used to yell at me to buy something outside, and also when I am reading in the room my nephew enters the room and makes noise so that I do not focus on reading. And when I was not focused on reading, I left my reading and to continue the reading I had read enough and felt bored to continue again").

2. Strategies used by students to overcome boredom in reading Academic Journals

A strategy is a way or method used to achieve a goal or solve a problem. Nett et al. (2010) developed a theoretical framework of boredom coping strategies involving four categories and recommended that future research ought to employ it in various domains Researchers categorize research findings based on the results of interviews that researchers conducted. Based on the results of the interview above, the strategies used by students to overcome boredom are as follows:

Based on the results of the interview with VSN regarding what strategies the participants used to overcome boredom as follows:

("When I feel bored while reading a journal, I often pause my reading and look for a physical activity. I usually go outside to refresh my mind before returning to reading journals that require me to focus on sentences that are a little complicated to understand. And one of the things I do when boredom of reading arises is that I usually also switch briefly to play games or just watch a movie for a short time to restore my mood").

Based on the results of interviews with ABY related to the strategies used to overcome boredom when reading as follows:

("The way I overcome boredom when I am reading is that I will find a comfortable place so that I can read quietly, and also I will target how many journals I will read in a day so that I don't feel too bored when I am reading, because by targeting how many journals I will read I can focus more on my reading without ignoring other things. And also, when in the middle of reading I feel bored I will take a short break to clear my mind and continue my reading when I feel calmer").

Based on the results of interviews with HS related to the strategies used to overcome boredom when reading as follows:

("The things I do to overcome my boredom are, I will look for a simpler journal so that I am not too bored when I am reading, and also when I am reading I will prepare snacks and drinks to help me focus on reading, when I don't feel hungry I am more focused on reading so that it improves my mood and doesn't feel too bored").

Based on the results of interviews with RPS related to the strategies used to overcome boredom when reading as follows:

("The way I overcome boredom when reading is that I will look for the right and suitable time to read, such as I will read alone at night where at night I will be more focused on reading because the atmosphere is very calm, especially when I read English journals where I have to focus more on interpreting words that are not understood. And also, the way I overcome boredom when reading is that I will play audio/music that makes me more relaxed in reading so that it is not too monotonous, then I will also choose journal titles that are more relevant to what I will read").

Discussion

In this section, the researcher will discuss internal and external factors that influence students' boredom reading academic journals and the strategies used by students to overcome boredom reading academic journals. As follows:

Having the ability to read is one way to have good language skills. Reading has been an aspect that a person often does every day. However, there are several problems related to reading skills, especially reading in English. The factors that need to be considered are motivational factors, language complexity factors, and new vocabulary. Nurbiana (2006: 3-18) explains that there are several kinds of factors that can affect a person's reading ability, one of which is the motivation factor. This is also reinforced by Alaxander in Zuchdi (2008: 27) that the factor that affects a person's ability to understand reading is motivation. High motivation has

an influence on a person's language skills. Motivation can be seen from how much a person wants to achieve. According to Burs in Dwi (2008: 59) a person who has high reading motivation can be seen through the need for reading, action to find reading, pleasure in reading, the desire to always read, and follow-up (following up on what is read).

Based on research that has been conducted on participants, it explains that participant have low motivation towards reading English journals. This is seen through the absence of student efforts in improving their reading skills. The activities that students do outside of class hours are more about things related to entertainment than reading books, going to the library or going to a bookstore.

Language complexity is one of the factors that affect a person's reading ability. According to Swan in Somadayo (2011: 28) the cause of someone experiencing boredom in reading is a sentence that has high complexity, as well as syntactic complexity. In language, it is explained that someone who has good listening skills. He is able to manage and know related language structures and is able to read even though there is high language complexity. Someone who has good reading skills will understand and interpret a sentence with certainty.

Based on the results of interviews conducted with participants are unable to understand the language thoroughly due to their low vocabulary, so that when encountering complex vocabulary and language structures, participants are still wondering about the meaning of the language or the message conveyed and students are also still unable to mention the correct language structure. The third factor that needs to be considered is related to new vocabulary. Having limited vocabulary, of course, will hinder one's reading ability. Effectively and efficiently, of course, it will take longer to understand the reading. Thoha (1998: 154) explains that having good language skills can be obtained through education, training and experience.

Based on the data obtained from the results of the study, it is concluded that participants still have little vocabulary, participants still experience many difficulties when receiving the material presented and students have difficulty in understanding and interpreting the reading.

Based on the above data, often in the family environment, which should be the most comfortable place for someone to learn, it turns out to be an environment that causes someone to become bored and lazy to study. Especially when at home, many students feel disturbed when going to study because they are disturbed by something that happens at home. Whether it's homework, family problems or arguments, or the environment around the house that makes someone feel bored when studying. Therefore, the family environment also turns out to be one of the factors causing student boredom in reading, especially reading journals. According to research by Green and Gredler (2002), an unsupportive learning environment at

home can negatively affect students' motivation and learning effectiveness. In addition, according to research conducted by Smith (2015), students who are often distracted by family conflicts or household obligations have higher levels of boredom and stress when performing academic activities such as journal reading. This finding is in line with the results of the interviews conducted in this study, where participants reported that an unfavorable home environment was one of the main causes of boredom in reading.

Based on the result of the interviews, every student has a strategy used to overcome boredom when reading academic journals. The strategies used by students to overcome boredom in reading academic journals include:

Based on the results of the interview above, the researcher found that the participant with the initials VSN has a strategy to overcome boredom in reading academic journals, namely by playing games. Besides being able to improve students' abilities or skills, playing online games can also improve their attitude and excitement. Students can use online games to utilize their interests and talents. The most basic cause or explanation why students enjoy playing online games is to fill time or relieve boredom (Campillo-Ferrer et al., 2020). Apart from playing games, watching movies is also one way to overcome boredom in reading.

Furthermore, from the results of the study above, the researcher found that the strategies used by participants with the initials ABY to overcome boredom reading academic journals by finding a comfortable place, A comfortable place to overcome boredom is a location that can make us feel relaxed, relaxed, and relieve boredom, and by targeting reading. The results of this study show that the strategies of finding a comfortable place and targeting reading are effective in reducing boredom while reading journals. This finding is in line with the research of Mehta et al. (2012) who found that a well-lit environment and comfortable seating improved concentration and comfort while reading. In addition, Brown & Adler (2008) suggest using active reading strategies such as taking notes and summarizing information to improve comprehension and retention. This also supports Csikszentmihalyi's (1990) "Flow" theory which suggests that full engagement in activities can reduce boredom and enhance the reading experience.

The strategy used by the participant with the initials HS, to overcome the boredom of reading academic journals, is to look for simpler journals. One strategy that can be applied is to find a simple journal. Simple journals usually have a clearer structure and easier-to-understand language, making them easier to follow and less boring. According to Kintsch (1998), simpler and more structured texts help readers' comprehension and memory. Students can start by looking for journals that are relevant to their topic of interest and have good reviews from other readers. Thus, students can be more interested and motivated to read.

The strategy used by RPS participants, to overcome the boredom of reading academic journals, is to find the right time. Determining the right time to read is very important because each individual has different biological rhythms. Some

people may feel more productive in the morning when the mind is fresh, whereas others may be more focused in the evening when the atmosphere is calmer. According to Schmidt and Collette (2017), circadian rhythms affect an individual's cognitive performance, so recognizing when is the best time to read can help improve concentration and reduce boredom. By finding the right time to read and organizing a comfortable environment, students can overcome boredom in reading academic journals. According to Mehta et al. (2012) found that a comfortable environment can improve concentration and comfort while reading. In addition, listening to music while reading can help create a conducive atmosphere. Hallam, Price, and Katsarou (2002) showed that appropriate background music can improve task performance and reduce boredom. This strategy not only increases the effectiveness in absorbing information but also makes the reading process more enjoyable and productive. Further research can be conducted to evaluate the effectiveness of this strategy and develop new, more innovative methods.

Conclusion

From the results of this study, there are several conclusions obtained, Factors that influence student boredom reading academic journal are divided into two factors, namely internal factors and external factors. The first is internal factors where student boredom when reading occurs due to factors from within humans, namely lack of enthusiasm, laziness and motivation, of the three internal factors the most prominent is the lack of student enthusiasm when reading academic journal which results in students feeling bored when reading academic journal. While the second factor is external factors where student boredom reading academic journal occurs due to external factors, namely the lack of vocabulary, terms of writing, language that is difficult to understand and family, of the three resulting in boredom when reading academic journal.

The strategies used by students to overcome boredom in reading academic journals are: physical activities, clearing their minds, playing games, watching movies, finding a comfortable place to read, setting reading goals, reading simple texts, planning the right moment, listening to music. The application of these strategies can help students reduce the boredom they have while reading academic journals. Overall, both internal and external factors play an important role in influencing students' boredom levels, and by using appropriate strategies, students can be more effective in overcoming boredom.

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