



English Teacher Insights on Strategies to Reduce Boredom in Online Grammar Class

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Abstract

This study investigates empirical investigations regarding teacher insights in reduce boredom an online grammar class. This research is still resolved in most of online setting. Boredom is one of the most challenges in online course faced by English teachers even the students. As learning environments become more digital, it's becoming increasingly difficult to keep students interested. Hence, the researcher finds a number of educational strategies which successfully raise students' engagement and interest. This study explored qualitative procedures to properly comprehend teacher insights in reduce boredom in online grammar class. The participants for this research included three teachers in English course in Pare. Data collection methods included with semi-structured interview and even observation in online class. Data analysis was used to examine the interview and focus group data. The result shown that teachers believe incorporating these strategies are critical to enhancing learning outcomes in general as well as lowering boredom. There are two interactive teaching strategies on teacher insights an online grammar class are interactive discussion and interactive Quizizz tool. In consequence, incorporating those interactive strategies into online grammar class as affective approach dependent on the teachers' expertise. Providing insights for teachers looking to improve students' engagement in online classrooms, this case advances the understanding of effective online teaching approaches.

Keywords: *Interactive Discussion, Interactive Quizizz Tool, Reduce Boredom*

Introduction

Setting up successful science classrooms and becoming an excellent science teacher are difficult tasks that need mastery of teaching. Since creating both in one person necessitates experience and ability. Nonetheless, a variety of studies in the field of classroom discourse have been undertaken that may serve as a visual help

for educators on how to instruct students in science and how teachers should act, explain, and engage with students in science classrooms (Muhtarom, 2020). A lot of teachers of foreign languages aspire to educate their students how to apply and think about the language's purpose.

Thus, it is critical to understand the issues that arise during the teaching and learning process (Faqih et al., 2023). English requires interaction, it is fundamentally an emotional endeavor (Richards, 2022). Numerous studies have revealed that, of the different emotions involved, language learners are prone to regularly feeling bored in academic settings (Derakhshan et al., 2021). In addition, when a lot of students are still unfamiliar with the online learning environment, unpleasant feelings like boredom might have a more detrimental impact on the learning process (Yu et al., 2020). The most significant teaching modalities for colleges, English courses, and other higher education institutions is online instruction. Due to the fact that many colleges are not ready for remote teaching and learning, many educators are currently functioning in a triage mode (Zeng et al., 2024).

Online class linked to one specific kind of success emotion is boredom, which is characterized as strong, fleeting psycho-physiological reactions to important learning experiences, such as pride, embarrassment, wrath, worry, hope, delight, and hopelessness (Pekrun et al., 2010). Boredom is widespread issue in educational settings, according to research, particularly in online learning scenarios where students may feel isolated and disconnected from their teachers and colleagues.

Boredom is defined as a complex accomplishment feeling with motivational, emotive, cognitive, and physiological elements (Zeng et al., 2024). A desire to leave the situation is often the result of this emotion's negative affect (such as apathy or displeasure), cognitive disengagement (such as procrastination and inattention), physiological indicators of low arousal, and obvious tiredness (Eastwood et al., 2012). According to the control-value theory of accomplishment emotions, students become bored when they believe they have little control over their education and when they find the assignments uninteresting or unchallenging (Pekrun, 2006).

Thus, theory emphasizes how crucial it is to put techniques into place that allow students to take charge of their own learning experiences while also engaging them. The teachers in course are actively looking for creative ways to create a more engaging online learning environment as they become more conscious of these dynamics.

Successful grammar instruction should support students in achieving students' goals, regardless of the debates and disagreements regarding the most successful methods of teaching grammar such as focusing on a form or using a communicative approach and what to stress during instruction (such as forms or use. This is necessary since effective language acquisition requires mastering the

target language's grammar (Afrizal et al., 2024). Teaching English grammar to non-native speakers can be challenging because of things include students' disinterest in and lack of commitment to learning grammar-based materials in class (Waseel, 2020).

In addition, grammar instruction aims to help students understand language patterns in order to develop practical linguistic skills (Souisa & Yanuarius, 2020). Conversely, despite being acknowledged as a crucial facilitator of language acquisition for English foreign language learners, grammar continues to be one of the most challenging components of English foreign language instruction. Students can use this knowledge to determine, comprehend, and generate meaningful meaning when speaking the target language in everyday situations (Safford, 2016). Thus, grammar experts hold that understanding grammar rules and knowledge is the cornerstone of becoming proficient in a language, Students can understand the relationships between sentences in paragraphs, passages, and documents with the aid of grammar. Applying grammatical principles, students are able to arrange their thoughts into coherent sentences and communicate effectively in writing (Yusob, 2018).

It is impossible to overestimate the significance of dynamic and interactive teaching strategies since they are essential to creating an engaging environment for online learning. Students' interest and motivation can be greatly increased by using techniques like integrating multimedia materials, interactive discussions, and group projects (Wang et al., 2022). Due to the wide range of student backgrounds and learning styles, an online course environment poses particular difficulties. It is the responsibility of teachers to establish an engaging and dynamic atmosphere that encourages active engagement.

This necessitates creative strategies that transcend conventional instructional techniques. Mostly, factor in reducing boredom is the incorporation of technology into instructional practices. Virtual reality, gamification, and interactive tests are some of the tools that can change education and make it more engaging. According to research, these tools can greatly increase student engagement and motivation (Hamari et al., 2016). teacher have been modifying traditional methods since passive learning often fails to sustain students' attention and participation. By leveraging technology, teachers may create more captivating classes that cater to students' interests and learning preferences.

The majority of prior studies on boredom an online class were carried out in Polish classrooms (Kruk & Zawodniak, 2020), (Zawodniak et al., 2023), and very lately in Asian settings (Li et al., 2023), (Derakhshan et al., 2021), (Nakamura et al., 2021). According to their findings, the main causes of boredom were dull conversation subjects, unpleasant memories, unfavorable opinions, and a lack of

activity and inventiveness. Conversation subjects were the several topics or themes which people discuss during a conversation. Unpleasant memories were prior experiences that cause negative feelings such as grief, fear, regret, embarrassment, or suffering. These memories were the result of personal failings, traumatic events, loss, conflicts, or other distressing conditions. A lack of activity and inventiveness were a state in which there were little or no physical, mental, or creative engagement. These can appear as inactivity, stagnation, or a failure to produce new ideas or solutions.

The significant previous studies from Ng et al., (2024) entitled The Effectiveness of an Online Attention Training Program in Improving Attention and Reducing Boredom. Their found of the study, the attention training program was successful in increasing healthy people' attention spans and decreasing their experiences and propensity for boredom. The previous research only focuses at how attention training affects boredom proneness and experience. Likewise, the previous studies above contributed to this researcher that the researcher can know more the effects, challenges and strategies to alleviate boredom and how to solve this problem when it happens in the online classroom.

Therefore, this study intends to fulfill this gap by investigated the strategies based on teacher insights in Pare Kediri to alleviate boredom of the students in online grammar learning course because boredom was still resolved in most of online classroom. The investigation's findings focus on particular viewpoints that contribute to the greater discussion on effective online teaching strategies. Ultimately, this rapidly evolving field of research seeks to provide useful information to help teachers create more interactive and exciting in online grammar class.

Method

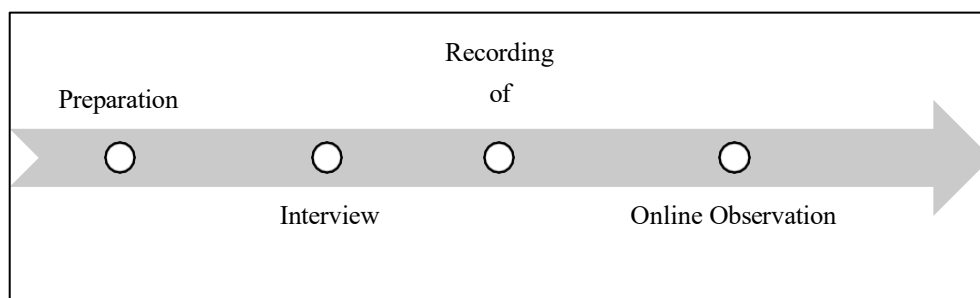
This study employed a qualitative research approach particularly case studies which fully comprehend the English teacher insights regarding how the strategies to reducing boredom of the students in online grammar class. According to (Ary et al., 2019) stated, a qualitative research approach is one that involves the researcher observes the characteristics of individual people to attempt to measure their perspective and opinion about a particular issue.

Table 1 Participants Information

Name (Pseudonym)	Course	Class	Gender	Years
Teacher 1	Pare	Basic	Male	3 years
Teacher 2	Pare	Basic	Female	2 years
Teacher 3	Pare	Intermediate	Male	2 years

The study involved three English teachers in Pare course. Researcher interviewed to investigate the strategies used by English teachers to reducing boredom of the students in online learning settings, even, supported by WhatsApp chatting and voice note. The study's emphasis on individual viewpoints will add to the larger conversation on successful online teaching strategies. Quickly developing field of study aims to offer practical insights that will assist teachers in developing more dynamic and captivating online courses, which will benefit both teachers and students.

Table 2. Data Collection Process



The data collection approach was cleanly divided into numerous steps that were deemed very critical. Hence, the data over this study was obtained by conducting semi-structured interviews and observation in online class. The procedure commenced with the thorough gathering and categorization of the descriptive data that had been collected, some following information's have been compiled from the study. Once the contrary, the researcher needed to take an extensive look at all of the results in order to gain a comprehensive understanding of exactly what was collected from the data. Following a component of an initial coding phase is performed to discover significant and pertinent portions of the text which are connected to the study issue.

Several components are employed in research, including data analysis, data collection, research instruments, research subjects, and study design. Participants received thorough explanations of the study's goals prior to completion in order to secure their informed consent. The interview was performed to collect preliminary data and discover about the participants' experiences and viewpoints.

Results

The results were crucial elements that clarify the connection between dynamics and the process of learning and using the English language. This section delineated the results of English teacher insights on strategies to reduce boredom in online grammar class. The researcher discovered two interactive teaching strategies on teacher insights an online grammar class. First, interactive discussion and second, interactive Quizizz tool. Ultimately, this research emphasizes in case teacher involvement and positive classroom connections are to be improved in

order to increase language learning results, it is essential to teach these aspects.

Interactive Discussion

Researcher obtained some information's from three English teachers pertaining in reducing boredom in online grammar class that interactive and discussion teaching is consist of question-and-answer sessions, group discussions, and project-based learning, which can increase student engagement by requiring them to apply the grammar they have learned in real-life situations.

The most effective approaches are to employ interactive and discussion teaching, such as question-and-answer sessions, group conversations, and adopting project-based learning, wherein students have to use the grammar provided in real situation, which can assist with boost engagement. Teacher 1&2

Coincident result from a few teachers, the effective approaches to instruction include interactive and discussion-based activities like question-and-answer sessions, group discussions, and project-based learning, which requires students to apply the grammar in authentic contexts and can increase student involvement. Thereupon, students easily understood the teachers' explanation. In addition, science learning requires teachers-students interaction as a dialogical process across scientific fields. teachers provide a game where the game tests the cohesiveness of students or related to the material being taught.

The teachers determined the grammar topic to be taught, for examples present tense, past tense, sentences, subject-verb agreement, or adjectives vs adverbs, question words, etc. then, teachers created a variety of grammar questions that include multiple choice, true or false, and questions that require understanding of context. They made sure these examples refer to the used of grammar in everyday sentences to make it more interesting for students.

I typically utilize gamification tools, such as Quizizz tool to gauge students' proficiency and offer a variety of tasks to keep them interested in the online grammar courses. This allows me to engage students with engaging strategies that they can enjoy and feel attractive concerning in online grammar class. Of course, I utilize Quizizz as a tool to review the material that has been learned as part of my teaching strategy to integrate technology with grammar instruction. Teacher 3

Online grammar learning instruction can engage students by utilized interactive teaching that teacher usually utilized gamification tool like Quizizz to assess their abilities and present a variety of activities so that the students did not become bored in this online course. In addition, teachers divided the material into several parts, so that each session has a specific focus and it was not too heavy. This can help maintain student interest because they did not feel

overwhelmed by the amount of material in one session. Even, teacher the Quizizz tool to make learning more interactive and engaging to reduce boredom in online classes.

Interactive Quizizz Tool

Several teachers even utilized interactive gamification tool such as Quizizz tool in online learning process cause Quizizz tool was interactive quais used form to made grammar lesson more engaging and competitive, in order to students more modified and actively. According to teacher insights, most of teachers stated that there were three aspects that teachers' strategies in reducing boredom in online grammar setting.

Teachers create new quizzes and a title according to the grammar material to be taught. In instance, used the automatic scoring feature which made the students more motivated because there is an element of competition. Utilized some strategies to made it more enjoyable, including asking difficult yet understandable and instructive questions. set a time limited for answered each question so that students stay focused and avoid boredom.

We employ technological tools in a variety of ways. For instance, Quizizz offers interactive assessments with gameplay components. Even, incorporate the Quizizz tool at the start and finish of an online grammar class to promote active participation through brief question and answer sessions. Teacher 1&3

Provides interactive examinations with gaming elements. Even better, leverage Quizizz tool at the beginning and end of online grammar class to encourage participation with quick questions and responses. Prior to the lesson, the teachers clarified learning objectives and convey that there was interactive learning to create online class more engaging and lowering boredom in online grammar lesson, as like provide motivation in order to students are motivated to be actively involved such as following quiz completion, reviewed the questions again, including the ones that were most often answered, and ask the students to told which one the difficulties or unclear. The purpose of this report was to pinpoint grammatical concepts that require more clarification or analysis.

Sustaining Education and Reinforcement

Teachers often allow students to practice on their own by assigning extra quizzes. These can be a quiz with a gradual level of difficulty so that they can hone their grammar skills independently.

I inspire students to participate by asking questions on quiz platforms like Quizizz tool and assigning project-based homework. Once I perceive students losing interest or becoming bored, I generally promote social engagement by requesting them to answer a question utilizing an interactive tool as like Quizizz tool. Teacher 1,2&3

Typically, encouraged students to reflect after the conclusion of the class. Sometimes, teachers produced asking and answer questions to consider the things that helped the understanding of material of students and whether there were any things that they still found challenging. Encouraging students to be involved through providing questions on quiz websites such as Quizizz and offering project-based homework, even teachers perceived students losing interest or becoming bored. While teachers usually encourage social engagement by asking them to answer a question using an interactive technology, such as the Quizizz project.

Researcher received some points on discussion, teachers encouraged students to participate by giving them project-based assignments and quiz questions on websites like Quizizz. In order to promote social contact, teachers usually let students work in groups or used interactive surveys like Quizizz. Furthermore, interactive teaching that commences each class with challenging questions about grammar usage, then uses live chat or interacting teaching to encourage students to ask questions and share their thoughts, and sometimes assigns real-world case studies or texts for online grammar pattern evaluation and discussion.

Discussion

The purpose of this study was to investigate the teaching strategies which implement interactive discussion and interactive Quizizz tool. The discussion integrates the study's results to pertinent theories and previous research, providing an additional perspective on the observed event. Subsequently, this research indicates in case teacher participation and positive classroom relationships need to be increased in order to maximize language learning results, it is necessary to teach these qualities.

Interactive Discussion

According to a few teachers, effective approaches to instruction include interactive and discussion-based activities that consist of question-and-answer sessions, group discussions, and project-based learning, which requires students to utilize grammar in actual situations and can increase student engagement. It consistent with studies of Rinekso & Muslim, (2020) that students will use their preexisting knowledge and ideas to come up with new ones. This indicates that students' cognitive development is aided by online discussions. Furthermore, using internet forums to teach English is the best choice.

Thereupon, students easily comprehended the explanation provided by the teachers. Furthermore, science education necessitates teacher-student interaction as a dialogical process across scientific disciplines. Teachers present a game that assesses students' cohesiveness or is relevant to the content being taught. Wang et al., (2022) express in the theories, incorporating multimedia elements, interactive debates, and group projects can dramatically improve students' motivation and engagement.

The grammar subjects which have been chosen by the teachers, such as present tense, past tense, sentences, and so on. Teachers came up with a range of grammar questions, such as multiple-choice, true-false, and context-based questions. In addition, to render it more engaging for students, they ensured that these examples make reference to how grammar is employed in regular sentences. It consorts with studies of Souisa & Yanuarius, (2020), the purpose of grammar training is to assist students in comprehending linguistic patterns so they can acquire useful language abilities.

Teachers arranged the content into various segments, to ensure that every session had a specific focus and was not overly complicated. Exploiting technological tools in various manners. for example, Quizizz offers interactive assessments which incorporate game elements. Alternatively, use Quizizz at the start and finish of an online grammar lesson to promote engagement with brief questions and answers. Pasawano & Sangsawang, (2024) state, to enhance their fundamental English language skills, the group engaged in self-directed learning activities using web- based platforms and gamification applications such as Quizizz or Kahoot.

Interactive Quizizz Tool

Researcher obtains results from the interview that teachers employ the Quizizz tool in their online classrooms since it was interactive tool and can be used to turn online grammar classes more engaging and competitive, resulting in students being more interested and actively involved. It lined by studies Çinar et al., (2022), gamification can be performed by employing online language learning tools involving Quizizz, Kahoot, and Duolingo, as well as classroom games like taboo words, charades, or Pictionary to teach a foreign language. Moreover, most of teachers claim, there are five aspects on teachers' strategies in reducing boredom in online grammar setting.

Teachers divided the material into several parts in Quizizz tool, so that each session has a specific focus and it was not too heavy. This can help maintain student interest, learning more interactive and engaging to reduce boredom in online classes because students have not felt overwhelmed by the amount of material in one session. Torres, (2023) even declares in his theory, effective online teaching often employs a range of multimedia and gamification technologies, including videos, podcasts, interactive content, and Quizizz. In contrast, the selection and

application of instructional media are critical for both educators and learners.

Following quiz completion, reviewed the questions again, including the ones that were most often answered, and ask the students to told which one the difficulties or unclear. Teachers clarified learning objectives and convey that there was interactive learning, provide motivation so that they are motivated to be actively involved. Bihari Dash, (2022) even stated on his research, introducing games into the educational process has been found to boost motivation, support positive attitudes and performance, create 21st-century skills, and improve students' cognitive ability, social connections, independence, and competitiveness. The purpose of this report was to pinpoint grammatical concepts that require more clarification or analysis.

Sustaining Education and Reinforcement

Teachers often allow students to practice on their own by assigning extra quizzes. These can be a quiz with a gradual level of difficulty so that they can hone their grammar skills independently. coincident to Kıyanççek & Uzun, (2022) studies, recently gamification has gained popularity among language teacher, some platforms which can be utilize in the classroom include Quizizz, Quiz game, Socrative and others. Throughout class, teachers urged their students to reflect. In addition, teachers asked them to reflect on which topic had been the most helpful to them and whether there were any areas that they still found difficult. Rinekso & Muslim, (2020) claim students will generate new ideas based on their existing knowledge and thoughts. This demonstrates that online discussions promote students' cognitive growth. In addition, leveraging online discussion to educate English is the greatest option.

Researcher received some points on discussion that teachers encouraged students to participate by giving them project-based assignments and quiz questions on websites like Quizizz. In order to promote social contact, teachers usually let students work in groups or used interactive surveys like Quizizz. Ultimately, interactive discussion that commences each class with challenging questions about grammar usage, then uses live chat or interacting teaching to encourage students to ask questions and share their thoughts, and sometimes assigns real-world case studies or texts for online grammar pattern evaluation and discussion.

Conclusion

The investigation offered valuable details about the components learning strategies in reducing boredom an online class which extensive interview in online setting with three teachers. There are two interactive teaching strategies on teacher insights an online grammar class. First, interactive discussion and second, interactive Quizizz tool.

Teachers leverage gamification tool that is Quizizz tool in teaching online grammar lessons to establish online class more interesting and competitive in order to students would be more engaged and active. teachers encouraged students to participate by giving them project-based assignments and quiz questions on websites, in order to promote social contact, teachers usually let students work in groups or apply interactive surveys like Quizizz. Interactive discussion that commences each class with challenging questions about grammar usage, then uses live chat or interacting teaching to encourage students to ask questions and share their thoughts, and sometimes assigns real-world case studies. Ultimately, students are better able to interpret and understand an online language learning when using the context-based instruction approach.

Suggestion

Future research could broaden other insights or perspective by studying at English students' perspectives on strategies in online grammar classes. Besides that, researchers can research another subject an example, English teacher insights on strategies in online speaking class.

Researchers should also investigate other variables, such as provide a range of strategies, integrate the perspectives of students and incorporate Advice on measuring engagement. Therefore, the researchers will be more knowledgeable and beneficial to teachers who seek to increase the quality of online grammar instruction.

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