

**EFL TEACHERS' EFFORTS IN MANAGING STUDENTS'
BOREDOM WHILE READING ENGLISH TEXTS: A CASE
STUDY**

Skripsi
Presented to
Undergraduate Program
English Education Program
Nurul Jadid University
In partial fulfilment of the requirements for the degree of
Bachelor's in English Language Education



By
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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF HUMANITIES AND SOCIAL SCIENCES
UNIVERSITY OF NURUL JADID
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2025**

APPROVAL

This is to certify that the board has approved the Thesis of Ayu Pupuh, with the Examiners on 1st July 2025

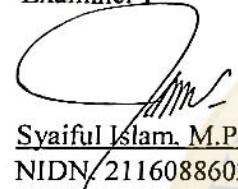
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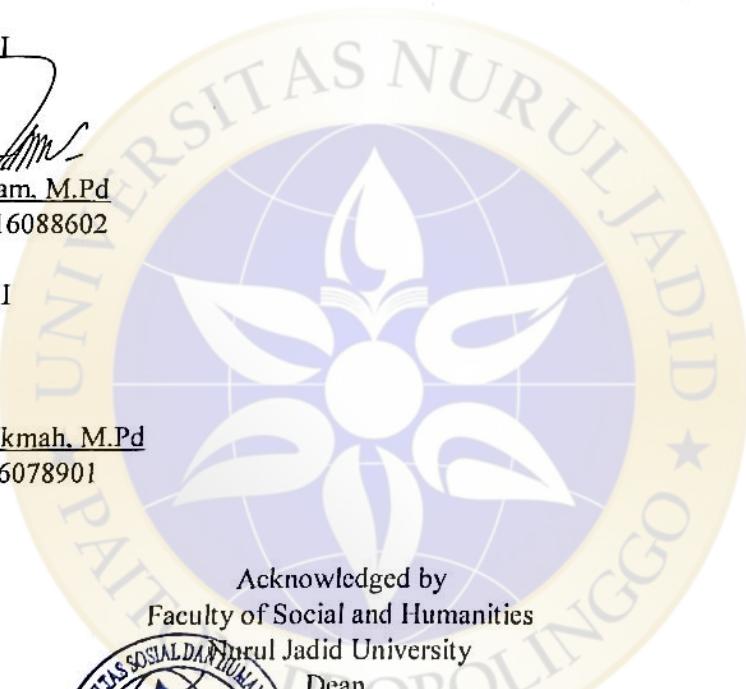


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MOTTO AND DEDICATION

"A person can leave you tomorrow, but what you build for yourself is forever."

(Anastasia Margareta Eka Putri, The Alpha girls guide)

"Pengetahuan lebih kuat daripada pisau."

(Study group)

"Aku tak pernah menyesali keputusanku, aku berusaha untuk itu."

(Seo Dal-Mi, start up)

"Jika jawaban yang kalian cari tak kunjung datang, jangan menganggap hidup adalah serangkaian kekalahan."

(Laut Bercerita page 366)

"Sesulit apapun hidup jangan menyesali apapun yang pernah membuatmu tersenyum."

(18 Again)

This thesis is dedicated to: myself, for my perseverance and determination; to my parents and my family, for their love, support, and sacrifices; to my teachers, for their guidance and encouragement; to my friend, for their constant support and motivation; and to my future husband, whom I have not yet met, but I look forward to meeting one day. I am grateful for the love and support you will bring into my life when our paths finally cross.

DECLARATION OF AUTHORSHIP

Bismillahirrohmanirrohim

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Declare that:

1. This *skripsi* is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
2. If, at a later time, it is found that the *skripsi* is a product of plagiarism, I am willing to accept any legal consequences that may be imposed upon me.

Paiton, 26th June 2025



ABSTRACT

Pupuh, Ayu 2025. *"EFL Teachers' Efforts in Managing Students' Boredom While Reading English Texts: A Case Study"*. Undergraduate program at Nurul Jadid University. Advisor Mochlis Ekowijayanto, M. Pd."

Keyword: EFL Teacher, Students' Boredom, Reading text.

This study aimed to explore the strategies employed by EFL teachers to manage students' boredom during reading English texts and how these strategies are implemented in real classroom settings. Recognising boredom as a significant barrier to compelling reading in EFL contexts, especially among junior high school students in Indonesia, this research was conducted at MTS Negeri 1 Probolinggo. This study used a qualitative approach. The research instrument used itself as an instrument. Then, the data was analysed. The findings revealed that EFL teachers used a combination of visual aids, multimedia content, music integration, and learner-centred techniques to increase students' engagement and reduce boredom. Strategies included using colourful texts with pictures, song lyrics for reading activities, scanning vocabulary through student autonomy, and integrating video-based learning in computer labs. These strategies were implemented in emotionally supportive and flexible classroom environments, tailored to students' learning styles—visual, auditory, and kinesthetic. The discussion highlighted the alignment of these strategies with theories such as the Control-Value Theory of Achievement Emotions, differentiated instruction, and emotioncy. Teachers not only focused on cognitive aspects but also addressed emotional engagement by creating fun, autonomous, and technology-supported learning settings. In conclusion, the study confirmed that addressing boredom in reading requires multimodal and adaptive strategies that consider students' affective, cognitive, and social needs. Suggestions were made for teachers to integrate more emotionally engaging and differentiated approaches, for institutions to support teacher training and infrastructure, and for future research to explore student perspectives and the long-term impact of boredom management strategies in EFL settings.

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7. A special thanks to my future husband, though we have not yet met, I look forward to the day our paths will cross. I am grateful for the love and support you will bring into my life in the future.

Although imperfect, I welcome constructive criticism and suggestions for future improvements. My aim is for this thesis to benefit readers, particularly educators, future researchers, and Indonesian students. I hope it can make a modest contribution to educational development and inspire further research.



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