

**STUDENTS' BOREDOM, MOTIVATION, AND ANXIETY IN CORRELATION TO
ENGLISH LANGUAGE LEARNING ACHIEVEMENTS**

A Thesis



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Yogyakarta, 3 Maret 2025
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MOTTO

“ وَلَا تُفْسِدُوا فِي الْأَرْضِ بَعْدَ إِصْلَاحِهَا وَادْعُوهُ خَوْفًا وَطَمَعًا..... ”

“Do not spread corruption in the land after it has been set in order. And call upon Him with hope and fear.”

DEDICATION

All praise to Allah SWT, for because of his guidance I am able to persevere up to this point in time. This thesis is dedicated to my family, whose constant support and prayers help me through the toughest of times during the time of writing. To my parents, Muhammad Mukhtas and Sulfi Ariani, who are never tired of reminding me to be strong, to persevere, and to always stay in His Excellency's, Allah SWT, path. To my elder brother, Dzaki Prakoso Ramadhan, whose direct support, achievements, and presence motivated me to work as best as I could be. Lastly, to my younger brother, Ammar Adi Wicaksono, for he is the future and the motivation that I need to be better.

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Yogyakarta

The Author,



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STUDENTS' BOREDOM, MOTIVATION, AND ANXIETY IN CORRELATION TO ENGLISH LANGUAGE LEARNING ACHIEVEMENTS

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Abstract

Socio-psychological factors are claimed to have a predictive ability on learning achievements, due to the nature of socio-psychological factors that may affect individuals' state of being. However, there has been few empirical evidence to support those claims, despite the many evidence on the effect of each of the socio-psychological factors, and further studies to provide the evidence are needed. The present study aims to understand the predictive ability of three factors - boredom, motivation, and anxiety - on EFL achievement, using control-value theory as the model to provide an empirical perspective on some of the socio-psychological factors. The population for this study is English language education students at a university in Indonesia, amounting to 20 participants in total of differing semesters (with minimum of finishing the third semester) and genders, with 10 females and 10 males. Quantitative research design is chosen, specifically correlational quantitative research design for it is best suited in answering the research aim due to its correspondence to the theory. Online questionnaires are employed to gather data on each boredom, motivation, and anxiety, based on existing scales which are Boredom in Practical English Language Classroom – Revised, Self Determination Theory – Second Language, and Foreign Language Classroom Anxiety Scale respectively, and grade point average is used as a measure for EFL achievements. Correlational and regression statistics are used to analyze the data gathered from the questionnaire and EFL achievements. The result of the data analysis shows that (1) motivation is the only factor significantly affecting EFL achievements; (2) jointly, while the result of regression is significant, motivation is the only significant regression factor; (3) boredom is not a significant factor in affecting EFL achievement. This research serves as a cornerstone for future research and a perspective on socio-psychological factors in EFL context.

Keywords: socio-psychological factors, boredom, motivation, anxiety, EFL achievements, control-value theory

1. Introduction

Psychological and social factors have gained a rise in interest within research on English as foreign language (EFL) learning, due to their capabilities in predicting learners' achievements (Li & Wei, 2023). Among all the other factors, anxiety and motivation are among the most extensively researched factors within EFL learning. According to Kruk (2016), anxiety can affect learning negatively due to its ability to halt students' performance and production of language. Anxiety causes worry and other negative emotions to come forth in the learning process to be stimulated during the EFL learning process (Young, 1991). On the other hand, another factor to be studied, students' motivation, can impact learning through giving learners reason to learn and persevere through the process of learning (Ortega, 2014). Unlike anxiety, motivation is known as a positive factor in learning due to its ability to give reason to learn and keep learning to individuals (Kruk, 2016; Alizadeh, 2016).

Another socio-psychological factor that has risen in popularity in EFL research is boredom. Boredom is known to have an adverse effect within the process of learning due to its ability to cause disaffection and limits students' capabilities to have genuine interest in the learning topic (Henry & Thorsen, 2020). Boredom has the ability to halt students' academic performance to similar levels as other more commonly researched negative emotional constructs, such as anxiety (Pawlak et. al., 2020; Zawodniak et. al., 2021), but boredom has received minimal attention in EFL learning as a whole (Pawlak et. al., 2020), especially in Indonesia, where the researcher resides.

Despite some research suggesting that boredom can worsen learning achievements, empirical evidence on boredom effects on learning are still largely missing. This may explain the reason why boredom still receives minimal attention in EFL learning. In addition, socio-psychological factors as a whole have minimal empirical evidence on their effect on EFL learners' achievements (Li & Wei, 2023). This signifies that there is a lack of empirical evidence on socio-psychological factors despite the many research that has been conducted, which includes motivation and anxiety. Therefore, an empirical study on the socio-psychological constructs that affect learning achievements needs to be conducted.

Pekrun's (2006) control-value theory is adapted based on the needs of the study, but the general approach is still used to determine each variable and joint variables connection into English language learning achievements. The study is conducted using university students of English Education in Indonesia (EFL students aiming to teach English) who have finished at least 3 semesters of study, since in the third semester students within the institution are able to choose the courses based on their own preference, and no longer receive introductory curriculum courses which may cause bias in the questionnaire result. This study aims to understand the connections between boredom, anxiety, motivation, and EFL learners' achievements. As boredom is the least common to be researched among the variables mentioned, this study also aims to determine whether boredom is a reliable construct to predict EFL learners' achievements on. This study aims to answer the following:

1. How do boredom, motivation, and anxiety each predict EFL learners' achievements?
2. How do boredom, motivation, and anxiety jointly predict EFL learners' achievements?

This study will hopefully serve as an enrichment of the evidence needed for socio-psychological factors to be considered, or not considered, within the process of learning, and enriching the knowledge that exists on these socio-psychological factors. Also, this research serves as an extension of the theory within EFL context, specifically Indonesia.

2. Literature Review

2.1. The Control-Value Theory

The control-value theory explains the origins, antecedents, and outcomes of achievement emotions (Pekrun, 2006). In the control-value theory, it is assumed that achievement emotions influence learning and achievement through their underlying cognitive and motivational mechanisms (Pekrun & Perry, 2014). The control-value theory implies that a feeling of whether and individual is in control or out of control of a certain achievement, and how those achievements matter to them matter to their achievement emotions, which means there are control and value appraisals to achievements emotions (Pekrun & Perry, 2014). However, in the control-value theory, the notion of positive emotions resulting in positive achievements and negative emotions resulting in

negative achievements is rejected, and in order to understand achievement emotions and achievement and their linkage, the control-value theory presents a three-dimensional taxonomy of achievements emotions, consisting of object focus, valence, and activation. The object focus in the control-value theory relates to the differentiation between activity-related emotion and outcome-related emotion. The valence in the control-value theory differs between positive emotion and negative emotions. The activation in the control-value theory differentiates into physiologically activating emotions and deactivating emotions (Pekrun & Perry, 2014). As the theory correlates with the expected outcome of the study, control-value theory is adapted and serves as the main theory of this research.

2.1. The Situated Expectancy-Value Theory

The situated expectancy-value theory (SEVT) is a construct that postulates that students' expectations towards success on a specific task determines their achievements of said task (Eccles & Wigfield, 2020). This theory serves as a comparison to the main theory, which means this theory is not directly involved within the research. There are two components to SEVT, which are expectancy of success and task value, and in SEVT these two components are expected to affect academic achievements. Expectancy of success portrays the belief of individuals on how successful they would be on an upcoming task (Eccles & Wigfield, 2020). Task value represents the value that an individual place on the upcoming task. According to Eccles & Wigfield

(2020) There are four dimensions to the task value of SEVT, which are intrinsic value, attainment value, utility value, and cost. Intrinsic value represents enjoyment, how enjoyable the task is to the individual to do. Attainment value represents the importance of performance, how important does an individual think for the task to be done well. Utility value represents the usefulness, how useful would it be for an individual to attain a certain goal. Lastly, cost represents the price to pay, how costly it is to engage in a certain activity. While there are similarities to both control-value theory and situated expectancy-value theory, in which both are trying to understand factors that affect academic achievements, control-value theory is chosen due to how in SEVT the components to affect academic achievements are far narrower in comparison to control-value theory, in which it mainly consists of expectations of success.

2.3. Review of Previous Literatures

2.3.1. Boredom in English Language Learning

Boredom is an affective factor described as feelings of disengagement, dissatisfaction, attention deficit, altered time perception and decreased vitality (Fahlman et. al., 2013). Individuals experiencing boredom might not be able to put as much focus and attention into an activity as someone who does not. Therefore, boredom has the potential to disrupt the process of learning in a way that disturbs the acquisition of knowledge, including in EFL learning (Pawlak et. al., 2020). Westgate (2020) proposed that boredom can be categorized into *Attentional Boredom*,

Meaningful Boredom, and *Mixed Boredom* using a model they call MAC (meaning-and-attentional component), a model which stated that boredom happened due to the lack of attention to the specific subject interacted to, or lack of meaning found within the subject interacted to, or combination of both. Pawlak et. al., (2020) propose differently, and come up with BPELC-R (Boredom in Practical English Language Classes Questionnaire - Revised), in which boredom experience is divided into boredom caused by general disengagement, feeling of monotony and repetitiveness towards topic interacted to, and boredom due to lack of satisfaction and challenges within activities done. BPELC-R is also an instrument to measure boredom as experienced by English language learners.

2.3.2. Motivation in English Language Learning

Motivation has been defined by multiple definitions, for example: Elliot and Covington (2001) defined motivation as the drive for people to act, desire, and need; Narayanan (2006) and Guay et. al. (2010) defined motivation as reason or reasons for an individual's actions and behaviors; Broussard and Garrison (2004) defined motivation as qualities that drive people to do or not do something; for EFL learning specifically, Ortega (2014) defined motivation as the drive to learn EFL alongside the determination to continuously indulge oneself in learning it. Based on those definitions, motivation in English language learning can be roughly defined as the reasons or drive for an individual to learn the English language. In

research into motivation in language learning, Dörnyei (2014) classifies the research stages into three periods: the social psychological period, the cognitive situated period and the process-oriented period. The first period is distinguished by the usage of Gardner's motivation theory (1985) and Clément's theory of linguistic self-confidence (1980). The second period was heavily affected by Deci and Ryan's Self-Determination Theory (2013) and Weiner's attribution theory (1991). The third period emphasizes the importance of motivational changes (Ushioda, 1996; Williams & Burden, 1997; Dörnyei & Ottó, 1998; Dörnyei, 2000). Deci and Ryan's Self-Determination Theory (2013) became one of the most reliable measures of self-reported motivation. Self-Determination Theory (SDT) distinguishes motivation into two general categories, autonomous motivation and controlled motivation, stemming from the idea that motivation can come from personal and non-personal desires (Alamer, 2022).

2.3.3. Anxiety in English Language Learning

Spielberger et. al. (1971) defined anxiety as the individual's feeling described as tension, apprehension, nervousness and worry accompanied with a stimulation of the autonomic nervous system. Another definition of anxiety can also be described as "distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process" (Horwitz et. al., 1986). Anxiety can be categorized into three categories: state anxiety,

trait anxiety, and situation-specific anxiety (Spielberger et. al., 1971). For the state anxiety, they are considered uneasiness that people experience in response to a general situation, and as for the trait anxiety, they are also uneasiness, but due to the personality traits of a person (Kruk, 2016). Regarding situation-specific anxiety, it is a type of uneasiness that appears when facing a more specific situation (Ellis, 2008). For language anxiety, which is anxiety tied to an experience of language learning, it is considered a language tied situation-specific anxiety, and therefore it may impact in causing individual differences within the language learning context (Tallon, 2011). In terms of measurement, Horwitz et. al. 's (1986) foreign language classroom anxiety becomes one of the most reliable measurements of anxiety in EFL context. Foreign language classroom anxiety (FLCA) covers three areas in which anxiety may have come in language learning, which are communication apprehension, test anxiety, and fear of negative evaluation (Horwitz, 2017). Although past studies signify that anxiety may be facilitating for learners (Alpert & Haber, 1960; Scovel, 1978), a more recent studies found that anxiety debilitates language performance through achievements (Botes et al., 2020; Teimouri et al., 2019; Zhang, 2019).

2.3.4. Boredom, Motivation, Anxiety, and their links to EFL Achievements

Boredom, motivation, and anxiety each has their own presumed effects on English language learning achievements. As previously mentioned, boredom has the tendency to halt the performance of students

while learning English (Pawlak et. al., 2020), motivation tends to contribute positively to language learning due to its ability to give reason to learn (Kruk, 2016), and anxiety tends to contribute negatively to overall language learning performance because it interferes with the production of language (Kruk, 2016). As the context of each statement broadly describes language learning, it can be assumed that each of the corresponding variables will have similar effects on EFL achievements. As for each of the variables, motivation and boredom possibly have correlation to one another as a study shows that as motivation decreases, boredom increases. However, while both anxiety and boredom are both presumably negative variables, it is possible that anxiety to stay low while boredom keeps on increasing, which means it is possible that there is no correlation between boredom and anxiety (Kruk, 2016)

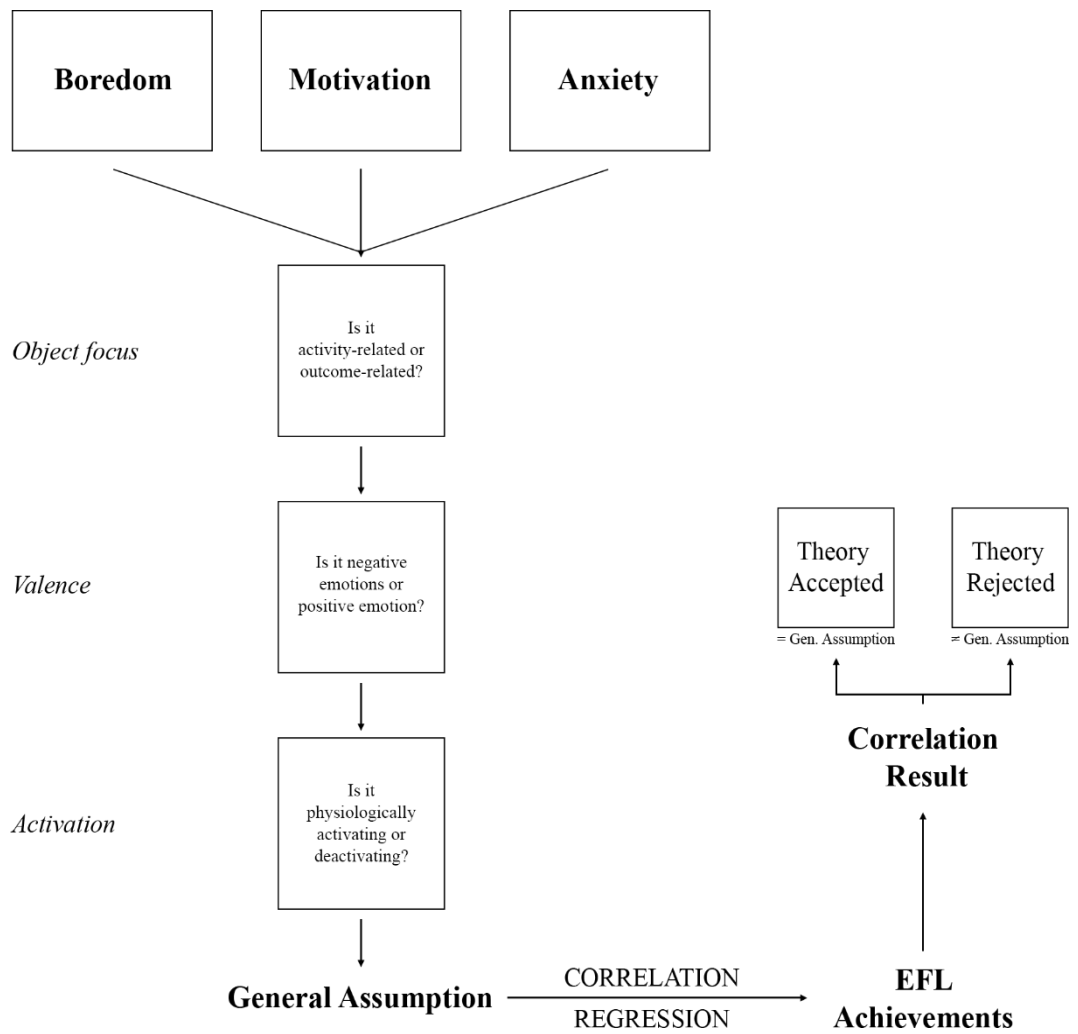
2.4. Theoretical Framework

In control-value theory, it is posited that achievements emotions affect achievements in a negative or positive way, and there are three taxonomies to achievement emotions in order to help understand what will be expected of said emotions. In order to understand the variables in questions, which are boredom, motivation, and anxiety, all those factors will first go through the taxonomies to determine the hypothesis. In accordance to the taxonomy, the constructs discussed, boredom, motivation, and anxiety, will fall into the following categories: a) boredom fall into activity related, negative, deactivating emotion;

b) motivation fall into outcome related, positive, activating emotion; c) anxiety fall into outcome related, negative, deactivating emotions. All these factors will then be tested with EFL achievements to see the relationship between the factors and EFL achievements.

Figure 1

Theoretical framework



2.5. Hypothesis

Based on control-value theory (Pekrun, 2006) and based on relevant article on EFL achievement and social-psychology (Li & Wei, 2023), the following hypotheses are proposed:

H1: Anxiety and boredom will affect EFL achievement negatively, while motivation will affect EFL achievement positively.

H2: The three factors will predict EFL achievement significantly and distinctively

3. Research Design

This study is meant to be a quantitative exploration of boredom, motivation, anxiety, and their correlation with EFL achievements based on Pekrun's (2006) control-value theory.

3.1. Research Design

This research used quantitative research design, specifically correlational quantitative research design. Correlational quantitative research design is used because the study aims to understand the relationship between multiple variables to EFL achievements whether positive or negative, which corresponds to the design. Correlational quantitative research design is also chosen because it is a design that best suited for finding the result of the study.

3.2. Population & Samples

The study was conducted in one of the regions in Indonesia. Convenient sampling is adopted, with the participants selected from the students of English language education in one of the universities in Indonesia. The participants picked are from those who have finished third semester and above, as within the university, students can decide their courses by their own will by the third semester, while the first and second semesters students cannot, which may cause bias to the result. The participants consisted of 20 students of differing semesters. Participants were asked to identify their gender, and 10 identify as female (50%), while 10 others identify as male (50%).

3.3. Data Collecting Technique

The study employed quantitative data collection through online questionnaires spread through social media and in person. Online questionnaires are chosen because it is practical to be spread around en masse. The questionnaire contains a 30-items 5-point Likert scale, based on an already existing scale, measuring levels of boredom, motivation, and anxiety. The questionnaire items are presented in both English and Indonesian to minimize the possibility of language bias from happening.

3.4. Instruments

The instruments used in this study were adapted from three existing validated scales; *Boredom in Practical English Language Classroom*

Questionnaire - Revised (BPELC-R) (Pawlak et. al., 2020), *Self-Determination Theory of Second Language Scale* (SDT-L2) (Alamer, 2022), and *Foreign Language Classroom Anxiety Scale* (FLCAS) (Horwitz et. al., 1986). From each scale, 10 items were taken while still maintaining the internal division within each scale, and appropriated for EFL context, forming a 30-items 5-point Likert scale measuring the levels of boredom, motivation, and anxiety in EFL context. Each questionnaire items were chosen based on the closest proximity to the definition of boredom, motivation, and anxiety chosen for the study.

3.3.1. Boredom

The BPELC-R was a 23-items 7-point Likert scale developed by Pawlak et. al. (2020) revising the previously developed Boredom in Practical English Language Classroom Questionnaire (BPELC) by Kruk & Zawodniak (2017), which was developed from Boredom Proneness Scale (BPS) by Farmer & Sundberg (1986) and modified to be specifically designed for English language classroom context. The purpose of the scale is to measure the level of boredom in English language classrooms. The internal consistency coefficient (Cronbach's α) is 0.89 for self-regulation measure. Here are the items included from the scale within the questionnaire:

1. Time seems to be passing slowly in my English classes
2. It is hard for me to be interested in English classes
3. I find it hard to concentrate in English classes

4. During my English classes, I often think about unrelated things
5. Having to listen to teacher presenting English material bores me
6. I participate actively in English classes
7. I feel that I often do meaningless things in my language classes
8. Activities in my English classes feels monotonous and repetitive
9. I feel entertained in my English language classes
10. I want more challenging activities in my English classes.

3.3.2. Motivation

Self-Determination Theory of Second Language Scale (SDT-L2) was a 20-item scale developed by Alamer (2022) by modifying Noels' (1999) Self-Determination Theory Questionnaire (SDT) to appropriately measure the motivation of second language students. The questionnaire is then reappropriated for the purpose and context that exist in researchers' place of study. The internal consistency coefficient (Cronbach's α) is 0.85 for self-regulation measure. Here are the items included from the scale within the questionnaire:

1. I find enjoyment out of learning English
2. I find listening and reading English media fun
3. I feel satisfaction from being able to speak and write in English
4. English is important for my personal growth
5. English opens up many future opportunities and possibilities for me
6. I feel sense of failure if I didn't understand English

7. I feel pressured by people around me (teacher/peers/family) to learn English
8. I want to get prestigious job that requires English proficiency
9. I don't want to fail in my English classes
10. There will be a negative consequence if I fail to learn English

3.3.3. Anxiety

Foreign Language Classroom Anxiety Scale (FLCAS) was a 33-item 5-points Likert scale questionnaire developed by Horwitz et. al., (1986). The scale is used within the instrument to measure the levels of anxiety as experienced by the participant in the English classroom. The internal consistency coefficient (Cronbach's α) is 0.90 for self-regulation measure. Here are the items included from the scale within the questionnaire:

1. I worry about making mistakes in language classes
2. I am worried when I don't understand what the teacher is talking about in English
3. It wouldn't bother me at all to take more English classes
4. I keep thinking that other students are better than me at English
5. I am usually relaxed during exam in my English class
6. I start to panic when I have to speak English without preparation
7. Even if I am well prepared to learn English, I still feel anxious
8. I feel more tense in English classes compared to other classes

9. I would not feel comfortable speaking to native speaker
10. I am worried that other students will laugh at me if I speak English

3.3.4. EFL Achievements

The achievement of each student is measured by their last grade point average (GPA), which was taken by the end of their corresponding semester. The scores may include aspects of reading, listening, speaking, and writing.

3.5. Data Analysis Technique

The data analysis consists of descriptive statistics (mean and standard deviations), and Pearson correlational statistics with linear regression between boredom and GPA, motivation and GPA, anxiety and GPA, and joint variables. Normality test is omitted for this test, since Pearson correlation is generally robust enough for handling both normal and non-normal distribution of data (Bishara & Hittner, 2012). For the correlational statistics, the first examination would be the individual scale (boredom, motivation, and anxiety) predictive ability on EFL achievement in the form of GPA, each will be examined with Pearson correlation test, and then linear regression will be administered. Following that, joint predictive ability of all scales combined would then be tested on the GPA, with first each variable's correlation with each other will be tested with Pearson correlation, then a linear regression test with all the variables will be administered.

4. Research Findings and Discussions

4.1. Descriptive Statistics

Based on the scale given through the questionnaire, the boredom experience averages at 2.73 (*SD*: 0.39; *N*: 20), with the possible range of answers ranging from 1 to 5, and the observed range ranging from 1 to 5. The motivation experience averages at 3.92 (*SD*: 0.50; *N*: 20), with the possible range of answers ranging from 1 to 5, and the observed range of answers ranging from 1 to 5. The anxiety experience averages at 3.18 (*SD*: 0.55; *N*: 20), with the possible range of answers ranging from 1 to 5, and the observed range of answers ranging from 1 to 5. For the GPA, the score averages at 3.53 (*SD*: 0.42; *N*: 20), with the possible range of scores ranging from 1.00 to 4.00, and the observed range of scores ranging from 2.67 to 3.95. Here is the summary of the data gathered:

Table 1

Descriptive analysis results of each variable

Variables	<i>N</i>	Possible Range	Observed Range	Mean	<i>SD</i>
Boredom	20	1 - 5	1 - 5	2.73	.39
Motivation	20	1 - 5	1 - 5	3.92	.50
Anxiety	20	1 - 5	1 - 5	3.18	.55
GPA	20	1.00 - 4.00	2.67 - 3.95	3.53	.42

4.2. Correlational Statistics

For the correlational statistics, Pearson's correlation will first be calculated for each of the mentioned variables. Afterward, regression analysis will be conducted in order to figure out the degree of correlation between the variables.

4.2.1. The Predictive Ability of Each Variable to EFL Achievement.

From table 2, Pearson's correlation result between each scale measured and EFL achievement can be observed. For boredom, there is no significant correlation between boredom and EFL achievements (GPA), which can be seen from the p -value (Sig 2-tailed), which is 0.835, p -value is > 0.01 (Pearson's correlation value: 0.050). For motivation, there is a significant correlation between motivation and EFL achievements, which can be seen from the p -value (Sig 2-tailed), which is 0.008, p -value is < 0.01 (Pearson's correlation value: 0.573**). For anxiety, there is no significant correlation between anxiety and EFL achievements, which can be seen from the p -value (Sig 2-tailed), which is 0.974, p -value is > 0.01 (Pearson's correlation value: 0.008).

Table 2*Pearson's correlation analysis between each scale to EFL achievements*

Correlation Weight	N	Pearson's correlation value	Sig. (2-tailed)
Boredom → GPA	20	.050	.835
Motivation → GPA	20	.573**	.008
Anxiety → GPA	20	.008	.974

Note. Correlation is significant at 0.01 level (2-tailed)

Following the result of the Pearson's correlation, linear regression analysis is administered, and the result is as follows:

Table 3*Linear regression analysis between each scale to EFL achievements*

Regression Weight	Beta	df (Reg, Res)	R ²	F	p-value
Boredom → GPA	.054	1, 18	.002	.045	.835
Motivation → GPA	.481	1, 18	.328	8.790	.008
Anxiety → GPA	.006	1, 18	.000	.001	.974

Note. p-value is significant at 0.05 level.

From table 3, boredom does not significantly regress EFL achievement ($F(1, 18) = 0.045$; $p > 0.05$), which signifies that boredom does not have a significant effect on EFL achievement ($b = 0.054$; $p =$

0.835). Furthermore, the $R^2 = 0.002$ signifies that the effect of boredom on EFL achievement is 0.2%, which is less than the 5% to be considered significant.

For motivation, motivation significantly regresses EFL achievement ($F(1, 18) = 8.790; p < 0.05$), which signifies that motivation has a significant effect on EFL achievement ($b = 0.481; p = 0.008$). Furthermore, the $R^2 = 0.328$ signifies that the effect of motivation on EFL achievement is 32.8%, which is more than the 5% to be considered significant.

Regarding anxiety, anxiety does not significantly regress EFL achievement ($F(1, 18) = 0.001; p > 0.05$), which signifies that anxiety does not have a significant effect on EFL achievement ($b = 0.006; p = 0.974$). Furthermore, the $R^2 = 0.000$ signifies that the effect of anxiety on EFL achievement is 0.0%, which is less than the 5% to be considered significant.

4.2.2. The Predictive Ability of Joint Variables to EFL Achievement.

From table 4, all scales joint together significantly regresses EFL achievement ($F(3, 16) = 3.462; p < 0.05$), which signifies that joint scales have a significant effect on EFL achievement ($p = 0.041$). Furthermore, the $R^2 = 0.394$ signifies that the effect of motivation on EFL achievement is 39.4%, which is more than the 5% to be considered significant. However, in joint regression, it is important to know which variables are significant to the overall result, which is shown in Table 5.

Table 4*Linear regression analysis between joint scales to EFL achievements*

Regression Weight	df (Reg, Res)	R ²	F	p-value
Joint → GPA	3, 16	.394	3.462	.041

Note. *p-value* is significant at 0.05 level.

From table 5, it can be seen that boredom does not significantly regress EFL achievement in joint scales regression analysis ($b = 0.066$; $t = 0.315$; $p = 0.757$, $p > 0.05$), as well as anxiety ($b = -0.211$; $t = -1.290$; $p = 0.216$, $p > 0.05$). On the other hand, motivation significantly regresses EFL achievement in joint scales ($b = 0.575$; $t = 3.212$; $p = 0.005$, $p < 0.05$).

Table 5*Linear regression coefficient for joint scales.*

Variable	Beta	t-value	p-value
Boredom	.066	.315	.757
Motivation	.575	3.212	.005
Anxiety	-.211	-1.290	.216

Note. *p-value* is significant at 0.05 level.

4.3. Discussion

Based on the result, the initial hypotheses are able to be examined. Starting from H1, anxiety and boredom results show insignificant correlation and insignificant percentage of regression with EFL achievement, which means

the initial hypothesis on anxiety and boredom is rejected. However, motivation is significantly correlated and has a significant percentage of regression with EFL achievement, and it also shows positive correlation to EFL achievement, which means that the initial hypothesis on motivation is accepted. Therefore, for H1, the hypothesis is partially accepted. This finding corresponds to the previous research on motivation in which it says that motivation reinforces learning performance (Kruk, 2016), but did not correspond to previous findings on anxiety and boredom and their negative effect on EFL achievements (Li & Wei, 2023; Kruk, 2016)

In terms of H2, joint factors show a significant percentage of regression towards EFL achievement, an even higher percentage than motivation, which is the only significantly correlated factor in individual factor tests. However, when the distinctive coefficient between all factors is examined, it shows that motivation is the only factor that affected the regression significantly. Which means that like H1, H2 is partially accepted, in which the joint factors show a significant percent of regression, however it is not distinctively significant as motivation is the only factor that is significant within the regression analysis. This partially goes against the previous research in which all the factors while not all significant throughout all stages of the study in previous research, still shows significant relationship in earlier stages for the scale factor and EFL achievements (Li & Wei, 2023)

These results are likely caused by several factors of limitations within the collected data. Firstly, the number of participants for the questionnaire

within similar previous studies consists of a significantly a greater number of participants compared to the current conducted study. This disparity in participant numbers likely skewed the results because it did not provide enough samples for the analysis to be significant. Another limitation may come from the fact that GPA is used for the measurement of EFL achievement, which likely skewed the result even more because there are courses within the aforementioned GPA that cannot be considered an EFL course, as the participants' background is students of English language education.

5. Conclusion and Suggestion

Based on the results of the analysis, it can be concluded that the empirical evidence may show a different result compared to the assumption of effects on socio-psychological factors and are severely needed in order to be considered in the process of learning. It is shown through the fact that boredom and anxiety, despite the initial assumption on the negative effect it has on learning, shows an insignificant correlation to EFL achievements. While on the other hand, motivation shows a strong significant correlation and positive impact on learning achievement for EFL. Empirical evidence helps determine what factors should and should not be considered in the process of learning.

The findings in this study provide implications for future research and EFL teachers. The result further strengthens the importance of role motivation has in improving the achievement of English as a foreign language study, due to its significant relation with EFL achievement. EFL teachers can consider motivation

inducing activities within the classroom in order to improve the overall achievement of learners. The study also gives empirical perspective on the role of boredom and anxiety on EFL achievement within the Indonesian context, and students of English language education context. Future research can be conducted using the model used in this study to further enrich the knowledge about boredom, anxiety, motivation, and their impact on EFL achievement.

In the case if future research is conducted, there are limitations within the research that need addressing. First, the respondent of the current study is minimal, and a larger sample or an additional qualitative approach might give a deeper insight into the result of the study, or even give an entirely new perspective on the topic. Second, the use of grade point averages (GPA) is not ideal in this study, since the study is conducted in the English education department, which means that the courses included are not purely EFL courses. A standalone English test might be a viable option in case future studies are conducted. Lastly, as the mentor paper mentioned the potential for time-related predictions, it may do well if there are multiple tests over a certain period to predict whether there is a disparity of predictive ability of the factors within a different period.

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APPENDICES

Appendix 1. Consent Form

Participants' Understanding

- Partisipasi saya dalam pengisian kuesioner ini adalah secara sukarela. Saya dapat mengundurkan diri dan tidak melanjutkan keikutsertaan dalam penelitian ini kapan saja. Penolakan saya untuk berpartisipasi tidak akan berpengaruh secara negatif dalam bentuk apapun.
- Saya telah memberi persetujuan untuk menjadi subjek studi dalam penelitian ini, dan akan menjawab kuesioner sebenar-benarnya kondisi saya.
- Saya tidak melepaskan satupun hak legal saya atau membebaskan peneliti dari pertanggungjawaban akan kelalaian atau kelakuan yang buruk.

Mengetahui pernyataan diatas, bersediakah anda untuk berpartisipasi dalam penelitian ini? Ya, saya bersedia/Tidak, saya tidak bersedia

Appendix 2. Questionnaire Content

Introduction

Assalamu'alaikum Wr. Wb

Perkenalkan saya Muhammad Arif Santoso, Mahasiswa Pendidikan Bahasa Inggris Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia. Saat ini saya sedang melakukan penelitian untuk memenuhi Tugas Akhir Skripsi yang berjudul "Students' Boredom, Motivation, and Anxiety in Correlation to English Language Learning Achievements: A Case for University Students in Indonesia"

Demi penyelesaian tugas akhir ini, saya memohon ketersediaan saudara/i untuk mengisi kuesioner dengan jawaban yang sebenar-benarnya sesuai keadaan saudara/i. Seluruh data yang diisikan dan informasi yang diberikan akan dijaga kerahasiaannya, dan ketika hasil dilaporkan, nama dan informasi lainnya yang mungkin mengarah kepada identitas responden tidak akan digunakan. Adapun kriteria responden yang dibutuhkan adalah mahasiswa PBI UII yang sudah menyelesaikan minimal semester tiga.

Jika ada pertanyaan terkait dengan kuesioner ini, mohon untuk menghubungi peneliti melalui:

Email: 20322111@students.uii.ac.id

Whatsapp: +6285215396803

Hormat saya,

Muhammad Arif Santoso

Dosen Pembimbing,

Puji Rahayu, S.Pd., MLST., Ph.D.

Identity Form

Nama Lengkap	<i>Isi sesuai identitas masing-masing</i>
NIM	<i>Isi sesuai identitas masing-masing</i>
Gender	Pria/Wanita/Lebih memilih tidak menyebutkan
Angkatan	2020/2021/2022/Lainnya

On Motivation

Serangkaian pernyataan dibawah memerlukan pendapat anda berdasarkan **5 skala**, yang tiap skalanya berarti:

1 - Strongly Disagree (*Sangat tidak setuju*)

2 - Disagree (*Tidak setuju*)

3 - Neutral (*Netral*)

4 - Agree (*Setuju*)

5 - Strongly Agree (*Sangat setuju*)

Pertanyaan akan diberikan dalam bahasa Inggris, dan disediakan terjemahan bahasa Indonesia dibawah tiap pertanyaan yang dituliskan didalam kurung dengan tulisan cetak miring.

Jawab **sesuai dengan kondisi/pendapat anda terkait dengan pernyataan!**

Questions	Answers
I find enjoyment out of learning English (<i>Saya mendapat kesenangan dari belajar bahasa Inggris</i>)	1/2/3/4/5
I find listening and reading English media to be fun (<i>Saya merasa kalau mendengarkan dan membaca media berbahasa Inggris menyenangkan</i>)	1/2/3/4/5
I feel satisfaction from being able to speak and write in English (<i>Saya mendapatkan kepuasan karena mampu berbicara dan menulis dalam bahasa Inggris</i>)	1/2/3/4/5
English is important for my personal growth	1/2/3/4/5

(Bahasa Inggris penting untuk pengembangan diri saya)	
English opens up many future opportunities and possibilities for me (Bahasa Inggris membuka banyak peluang dan kesempatan di masa depan untuk saya)	1/2/3/4/5
I feel sense of failure if I didn't understand English (Saya merasa gagal ketika saya tidak mengerti bahasa Inggris)	1/2/3/4/5
I feel pressured by people around me (teacher/peers/family) to learn English (Saya merasa ditekan oleh orang disekitar saya (dosen/teman seangkatan/keluarga) untuk belajar bahasa Inggris)	1/2/3/4/5
I want to get prestigious job that requires English proficiency (Saya ingin mendapatkan pekerjaan bergengsi yang membutuhkan bahasa Inggris)	1/2/3/4/5
I don't want to fail in my English classes (Saya tidak ingin gagal dalam kelas bahasa Inggris saya)	1/2/3/4/5
There will be a negative consequence if I fail to learn English (Akan ada konsekuensi negatif jika saya gagal untuk menguasai bahasa Inggris)	1/2/3/4/5

On Boredom

Serangkaian pernyataan dibawah memerlukan pendapat anda berdasarkan **5 skala**, yang tiap skalanya berarti:

- 1 - Strongly Disagree** (*Sangat tidak setuju*)
- 2 - Disagree** (*Tidak setuju*)
- 3 - Neutral** (*Netral*)
- 4 - Agree** (*Setuju*)
- 5 - Strongly Agree** (*Sangat setuju*)

Pertanyaan akan diberikan dalam bahasa Inggris, dan disediakan terjemahan bahasa Indonesia dibawah tiap pertanyaan yang dituliskan didalam kurung dengan tulisan cetak miring.

Jawab sesuai dengan kondisi/pendapat anda terkait dengan pernyataan!

Questions	Answers
Time seems to be passing slowly in my English classes (Waktu terasa lebih lambat ketika saya belajar di kelas bahasa Inggris)	1/2/3/4/5
It is hard for me to be interested in English classes (Saya kesulitan untuk merasa tertarik belajar di kelas bahasa Inggris)	1/2/3/4/5
I find it hard to concentrate in English classes (Saya sulit berkonsentrasi di kelas bahasa Inggris)	1/2/3/4/5
During my English classes, I often think about unrelated things (Ditengah kelas Bahasa Inggris saya, saya sering memikirkan hal lain yang tidak terkait dengan bahasa Inggris)	1/2/3/4/5
Having to listen to teacher presenting English material bores me (Mendengarkan dosen memberikan materi bahasa Inggris membuat saya bosan)	1/2/3/4/5
I participate actively in English classes (Saya berpartisipasi secara aktif dalam kelas bahasa Inggris)	1/2/3/4/5
I feel that I often do meaningless things in my language classes (Saya merasa saya sering melakukan hal tidak berguna dalam kelas-kelas bahasa saya)	1/2/3/4/5
Activities in my English classes feels monotonous and repetitive (Kegiatan dalam kelas bahasa Inggris saya terasa monoton dan berulang-ulang)	1/2/3/4/5
I feel entertained in my English language classes (Saya merasa terhibur dalam kelas bahasa Inggris saya)	1/2/3/4/5

I want more challenging activities in my English classes. (Saya menginginkan kegiatan yang lebih menantang di kelas bahasa Inggris saya)	1/2/3/4/5
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On Anxiety

Serangkaian pernyataan dibawah memerlukan pendapat anda berdasarkan **5 skala**, yang tiap skalanya berarti:

- 1 - Strongly Disagree** (*Sangat tidak setuju*)
- 2 - Disagree** (*Tidak setuju*)
- 3 - Neutral** (*Netral*)
- 4 - Agree** (*Setuju*)
- 5 - Strongly Agree** (*Sangat setuju*)

Pertanyaan akan diberikan dalam bahasa Inggris, dan disediakan terjemahan bahasa Indonesia dibawah tiap pertanyaan yang dituliskan didalam kurung dengan tulisan cetak miring.

Jawab sesuai dengan kondisi/pendapat anda terkait dengan pernyataan!

Questions	Answers
I worry about making mistakes in language classes (Saya khawatir membuat kesalahan dalam kelas bahasa saya)	1/2/3/4/5
I am worried when I don't understand what the teacher is talking about in English (Saya khawatir ketika saya tidak mengerti apa yang dijelaskan oleh dosen dalam bahasa Inggris)	1/2/3/4/5
It wouldn't bother me at all to take more English classes (Saya tidak akan merasa terbebani untuk mengambil lebih banyak kelas bahasa Inggris)	1/2/3/4/5
I keep thinking that other students are better than me at English	1/2/3/4/5

(Saya terus-terusan berpikir kalau mahasiswa lain lebih baik dibanding saya dalam bahasa Inggris)	
I am usually relaxed during exam in my English class (Saya biasanya merasa tenang saat ujian kelas bahasa Inggris saya)	1/2/3/4/5
I start to panic when I have to speak English without preparation (Saya akan panik ketika saya harus berbicara dalam bahasa Inggris tanpa persiapan)	1/2/3/4/5
Even if I am well prepared to learn English, I still feel anxious (Dengan persiapan yang matang sekalipun, saya tetap merasa cemas belajar bahasa Inggris)	1/2/3/4/5
I feel more tense in English classes compared to other classes (Saya merasa lebih tegang saat belajar bahasa Inggris dibanding kelas-kelas lainnya)	1/2/3/4/5
I would not feel comfortable speaking to native speaker (Saya tidak akan merasa nyaman berbicara dengan pembicara asli bahasa Inggris)	1/2/3/4/5
I am worried that other students will laugh at me if I speak English (Saya khawatir mahasiswa lain akan menertawakan saya ketika saya berbicara dalam bahasa Inggris)	1/2/3/4/5