

THE EFFECT OF TOO MONOTON LEARNING ON LANGUAGE STUDENTS OF THE D4 BISPRO SEMESTER 5 STUDY PROGRAM

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Abstract

Education today is faced with so many problems. The problem that occurs is not only from one factor but can be from various factors. The learning provided by the lecturer can also be a problem factor for students. Therefore, the purpose of this article is to see how influential the learning provided by language lecturers on students, especially for students of the English Language Study Program for Business and Professional Communication. Based on the author's experience, the learning provided by the English lecturer in the BISPRO D4 study program does seem monotonous. In this study the author uses a qualitative method which is based on scientific conditions.

Keywords :

1. INTRODUCTION

Being an educator is not an easy thing. Because lecturers are also required to have skills in managing classes and also students, so that the lecture activities carried out are not monotonous. Monotonous lectures have a bad impact on the development of students' mindsets in learning, because if students feel bored, they will not feel interested in the learning provided by the lecturer.

When boredom and laziness have affected the learning process, there are several things that happen to students, one of which is playing cellphones and sleeping and even chatting with friends. This happens because the lecturer does not evaluate the learning that is done every day. With lecturers conducting evaluations, they can find out what things make students bored and what things make learning seem monotonous, both in delivery, the media used less effective, and less able to understand the classroom atmosphere.

2. TINJAUAN PUSTAKA

- a. Sugiyono (2019), qualitative methods are often called naturalistic methods, because the research is carried out in natural conditions (natural settings).
- b. Hakim (2002), learning saturation is a mental condition of a person experiencing extreme boredom and tiredness, resulting in a feeling of sluggishness or lack of enthusiasm for learning activities.

3. RESEARCH METHODE

This research uses qualitative methods, according to Sugiyono (2019), *qualitative methods are often called naturalistic methods, because the research is carried out in natural conditions (natural settings)*. Where researchers have to go directly to the field to collect data, both pictures so that they don't put pressure on numbers. Researchers must conduct analytical research to emphasize the meaning of their experiences through stories and data that are examined.

4. RESULTS AND DISCUSSION

Often a lecturer in terms of giving or delivering lessons is not liked by students. That's because they are bored with what is delivered too rigidly according to the material. A lecturer in delivering it is too monotonous. Such lecturers need to develop and improve themselves to be more flexible with the materials they teach. So that it is easy for students to catch what the lecturer is saying. A lecturer who gives lectures monotonously is considered as if only giving lectures by students. This often makes students bored because it is not interesting what is given by the lecturer. The absorption capacity of students in receiving learning is also less than optimal.

The students of the Bispro study program felt bored with the delivery by the lecturer, especially when the lecturer explained that he only used oral media, and was too focused on using English. Thus, students who in fact still lack understanding in English feel confused and do not understand what is conveyed by the lecturer. Explaining too long also gives the effect of boredom to students, because for too long listening to lecturers speak, students can also not focus on lectures.

In this case, almost 50% of students of the Bispro 5 semester study program feel bored with learning in class. Lecturers should be able to provide maximum learning methods in various ways, so that students do not feel bored and sleepy in class.

Conditions affect emotional, mental, which causes students to feel bored.

According to *Hakim (2002)*, *learning saturation is a mental condition of a person experiencing extreme boredom and tiredness, resulting in a feeling of sluggishness or lack of enthusiasm for learning activities.*

Well, this is what happened to students of the Bispro semester 5 study program. As a result of the monotony of learning given by the lecturers, students became bored and sleepy in the process learn how to teach.

One way so that students do not get bored in learning, lecturers should be able to provide other methods so that students feel interested in the learning provided by the lecturer. Provide motivation to students to be more interactive in the teaching and learning process. This is very influential on the intensity of student interest.

5. CONCLUSION

The results of the analysis state that the quality of learning in the D4 Bispro Semester 5 study program which is less attractive to students has a great influence on mental and emotional, causing adverse side effects on focus in the teaching and learning process. This of course greatly affects the academic value of students and also the ability of lecturers in providing learning, whether what is conveyed can be conveyed to students. In other words, lecturers must be able to create very interesting learning methods, so that there is a stimulus in each student that encourages him to be even more active in learning, and later there will be a possibility that students will not feel bored with the learning process.

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