IDENTIFYING THE IMPACT OF STUDENTS' PSYCHOLOGYCAL FACTOR IN LEARNING FROM HOME POLICY DURING PANDEMIC COVID-19 IN LEARNING ENGLISH AT SMAN 3 GOWA

(A Descriptive Quantitative Research)

A THESIS

Submitted to the Faculty of Teacher Training and Education Muhammadiyah University of Makassar in partial fulfillement of the requirement for the Degree of Education in English Education Department

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2022

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MOTTO AND DEDICATION

" NEVER STOP LEARNING, BECAUSE LIFE NEVER STOP GIVE
TEACHING ANDENJOYING THE LITTLE THINGS IN LIFE AND BE
GRATEFUL FOR WHAT YOU HAVE "

This thesis is dedicated to:

"My beloved parents and my big family and all of the people who always ask
about GRADUATION"

ABSTRACT

Linda Pajarwati, 2022. *Identifying The Impact of Students' Psychologycal Factor in Learning From Home Policy During Pandemic Covid-19 in Learning English at SMAN 3 Gowa (A Descriptive Quantitative Research)*. A thesis of English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Bahrun Amin and Farisha Andi Baso.

The research aims to find out The impact of students' psychological factor in learning from home policy during pandemic covid-19 in learning English at SMAN 3 Gowa. This research was conducted in a descriptive quantitative approach. To collect the data from the students, the researcher was use Questionnaire with 20 question and use interview which have 5 question. The sample was selected by using Purposive sampling technique. The sample in this research was 30 students.

The research found that students' psychological factor in learning from home policy during pandemic covid-19 in learning English has negative impact. This can be seen from high impact percentage of the data based on questionnaire related 5 aspect of students psychological factor in learning English. Aspect Intelligence with a percentage 74.37%, aspect motivation with a percentage 62.29%, aspect Interest with a percentage 64.79%, aspect emotion with a percentage 70.20 % and aspect attitude with a percentage 63.125%. From the output of questionnaire, most of student choose agree with the statement. From the output of interview student state that learning from home policy is not effective. (1) they difficult in the learning process because they don't have kuota to access the internet, (2)they can not interact directly, (3)the network is not stable, (4)difficult to understand the material, (5)burden of assignment and (5)they prefer learning face to face compare learning from home process. As a result it could conclude that students' psychological factor in learning from home policy during pandemic covid-19 in learning English has high negative impact.

Keywords : *students' Psychologycal factor, Learning From Home, Learning English*

ABSTRAK

Linda Pajarwati, 2022. Mengidentifikasi Dampak Faktor Psikologis Siwa pada kebijakan belajar dari rumah selama pandemi covid-19 dalam belajar Bahasa inggris di SMAN 3 Gowa. *(Penelitian kuantitatif Deskriptif)*. Sebuah skripsi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Bahrun Amin dan Farisha Andi Baso.

Tujuan penelitian ini untuk mengetahui Dampak Faktor psikologis siswa pada kebijakan belajar dari rumah selama pandemic covid-19 dalam belajar Bahasa inggris di SMAN 3 Gowa. Penelitian ini dilakukan dalam deskriptif menggunakan pendekatan kuantitatif. Untuk mengumpulkan data dari siswa, peneliti menggunakan angket dan wawancara. Sampel dipilih dengan menggunakan purposive sampling. Sampel pada penelitian ini ada 30 siswa.

Hasil penelitian menemukan bahwa faktor psikologis siswa dalam kebijakan belajar dari rumah selama pandemi covid-19 dalam belajar bahasa Inggris berdampak negatif. Hal ini terlihat dari persentase dampak yang tinggi dari data berdasarkan kuesioner terkait 5 aspek faktor psikologis siswa dalam belajar bahasa Inggris. Aspek Kecerdasan dengan persentase 74,37%, aspek motivasi dengan persentase 62,29%, aspek Minat dengan persentase 64,79%, aspek emosi dengan persentase 70,20% dan aspek sikap dengan persentase 63,125%. Dari hasil angket, sebagian besar siswa memilih setuju dengan pernyataan tersebut. Dari hasil wawancara siswa menyatakan bahwa kebijakan belajar dari rumah tidak efektif. (1) mereka kesulitan dalam proses pembelajaran karena tidak memiliki kuota untuk mengakses internet, (2) tidak dapat berinteraksi secara langsung, (3) jaringan tidak stabil, (4) sulit memahami materi, (5)beban tugas dan (5) mereka lebih memilih belajar tatap muka dibandingkan proses belajar dari rumah. Sehingga dapat disimpulkan bahwa faktor psikologis siswa dalam kebijakan belajar dari rumah selama pandemi covid-19 dalam belajar bahasa Inggris memiliki dampak negatif yang tinggi.

Kata kunci: *Faktor psikologis siswa, Kebijakan belajar dari rumah, Belajar Bahasa inggris*

ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Praise and gratitude for the presence of Allah SWT for all his grace and guidance, so that the researcher can complete the thesis with the title "Identifying the Impact of Students' Psychological Factor in Learning From Home Policy During Pandemic Covid-19 in Learning English at SMAN 3 Gowa ". Sholawat and salam are also conveyed to the Prophet Muhammad SAW, who has brought us from the age of ignorance to the age of education.

This thesis cannot complete without the help and encouragement from various parties. Therefore, the researcher would like to express her gratitude and highest appreciation to:

1. Prof. Dr. H. Ambo Asse, M.Ag. as the rector of Muhammadiyah University of Makassar.

2. Erwin Akib, S.Pd., M.Pd., Ph. D. as a dean of Faculty of Teacher Training and Education, Muhammadiyah University of Makassar.

3. Dr. Ummi Khaerati Syam, S.Pd., M.Pd. as a head of English Education Department, Muhammadiyah University of Makassar.

4. Dr. H. Bahrun Amin, M.Hum. as the first advisor and Farisha Andi Baso S.Pd., M.Pd as the second advisor who has guided and supported the researcher from the beginning to the end.

5. Erwin Akib, S.Pd., M.Pd., Ph. D. as a lecturer academic advisor for 4 years who always provide support and direction to the researcher.

6. Jamaluddin and Hasmira as her beloved parents who never stop praying and giving encouragement to the researcher.

7. Firdaus, S.Pd.,M.Pd. as a headmaster of SMAN 3 Gowa who has given a change to the researcher conduct this research at the school.

8. The English teacher Wiwin Setyawati, S.Pd who has given guidance in the class.

9. Big love for all the students of XII MIA 6 grade at SMAN 3 Gowa who help the researcher to finish this research.

10. Ismail M who give the motivation, support, time, help and always accompany the researcher to complete this thesis until the end.

11. Bundu and Dinanti Coffe Shop are the place that where the researcher always use to finish this thesis.

12. The researcher best friends, who give much love, help, and support for the researcher, specially Rindiani, Ulandari, Surahmi Sabar, Nursyahbani, and Reski Amalia.

13. My beloved Classmates (Bonfire Class 017) who always give a lot of motivation and incomparable happiness.

The researcher is fully aware this thesis is still far from being perfect, for that the researcher expects constructive criticism and suggestions from the readers. Hopefully this research can be useful for readers and other researchers.

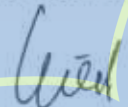Bontonompo, January 2022

The Researcher

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CHAPTER I

INTRODUCTION

A. Background

Since corona virus disease time or we can say by covid-19 attack in Indonesia in March 2020 all sector are affected by this pandemic such as culture economic, social, and education. There are many ways have been taken by the government as form action in preventing the spread of covid-19. One of the government's solutions in following up the problem the spread of covid-19 is to issue a policy in the field of education. Through a circular of the Ministry of Education and Culture of the Directorate of Higher Education No. 1 of 2020 about preventing the spread of Corona Virus Disease (Covid-19) in education level from elementary school, junior high school, senior high school, and college. The Ministry of Education and Culture give a instruction that manifestation of offline learning move to online learning or we can say learning from home.

Learning from home policy is one of effective solution in education system for reduce the spread of covid-19, meanwhile this process has never applying before. In this case has potentially cause student feel difficult in the learning process . According to Rosdiana & Hastutiningtyas (2021) in their research that in learning from home process, students who do learning from home, where by staying at home will experience an unstable mental and emotional crisis causing achievement to decline.

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According the statement Duan et al (2020) formulate that the pandemic covid-19 is not only make people are death or sick but also disturb condition of psychological and healthy.

English is one of the most popular languages in the world as international language. Therefore, English is an important lesson today for the younger generation as an international language that must be mastered in the era of globalization. Currently, English is a compulsory subject for public high schools. Learning English during pandemic, the learning process between teacher and student can not be carried out directly because it should social distancing.

According to Hariyati, (2020) in her research that in the fact, most high school students still have difficulty in learning English because lack of facilities such as signal network and quota. Another thing student is not interest, unmotivated and not paying attention to the teacher's explanations. Learning methods that are considered by students is not suitable for students' needs in learning English. Change of learning environment, limit social interaction that influence for their psychological condition.

Since learning from home policy apply for long term period, student often find some problem in term of this pandemic make them less of interaction between student and teacher because they can not interaction directly. Another thing, this condition is worse with high learning demands, assignments pile up but the time available to do is short. According to (Siregar, 2021) in his research that show many assignment given by teacher that make student feel stress and confuse to complete their assignment in learning from home process. So, in this case it can

affect their psychological condition like anxiety. Teacher also provide the material without detail explanation, so that student difficult in the learning process and lost motivation in the learning from home during pandemic covid-19.

Based on the reason above the researcher interests to conduct a research under the title "Identifying The Impact of Students' Psychologycal factor in Learning From Home Policy During Pandemic Covid-19 in Learning English At SMAN 3 Gowa ".

B. Problem Statement

Based on the background above the problem statement of this research is "What is the impact of students' psychological factor in learning from home policy during pandemic covid-19 in learning English at SMAN 3 Gowa ?".

C. The Objective of The Research

Based on the problem statement of this research is " to find out the impact of students' psychological factor in learning from home policy during pandemic covid-19 in learning English at SMAN 3 Gowa".

D. Significance of The Research

The researcher is expected that the result of this research give contribution to learning and teaching English as follows :

1. For Student

The result of this research for the student is to help student to understand condition of their psychological in learning from home during pandemic.

2. For Teacher

   The result of this research is to help the teacher create strategy teaching and learning process based on students needed in learning from home during pandemic covid-19.

3. For next Researcher

   The result of this research hopefully use as references other studies which are relate to this topic.

E. Scope of The Research

This research focuses on negative impact of students' psychological factor in term of intelligence, motivation, interest, emotion and attitude in learning from home policy during pandemic covid-19 in learning English at XII MIA 6 CLASS of SMAN 3 Gowa.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Research Findings

There are some previous finding of some researcher that have relation to this research such as follows :

Husin (2021) with the title " Tingkat Stress Belajar Anak-anak di Daerah terpencil". This study uses a postpositivistic qualitative approach with a case study type and field study data collection procedure observations, questionnaires and interviews. This study result in the finding that stress levels Children learning during pandemic in remote areas is very high. Results this research contributes to studies of the impact of PJJ on psychological quality children's learning so that it can be used as an argument to reconsider its application in the learning process. Related to the findings above show that the research are similar in concerning to study about the impact of students' psychologycal in learning from home during pandemic covid 19. Based on previous research, those are different with this research. The difference terms of research method use postpositivistic qualitatative with a case study with questioner, interview and observation while the research that will be carried out uses a qualitative descriptive method by using a questionnaire and interview as a research instrument.

Irawan (2021) with the title " Psycholigical impact of students on online learning during the pandemic covid-19 ''. The research conducted at Mulawarman University. This research use qualitative research type of phenomenology.

The result of this research show that student was bored with online learning after two weeks of learning from home considerable anxiety on research subject whose parents have low income because they have to buy quota to be able to participate in online learning and mood change occur due too many assignment and are considere ineffective by student.

Related to the findings above, show that the research are similar in concerning to study about the impact of students' psychologycal in learning from home during pandemic covid 19. Based on previous research those are different with this research. The difference terms of The research method uses a qualitative research type of phenomenology, The research subjects is 30 students of Mulawarman University who interviewe via telephone while the research that will be carry out uses a qualitative descriptive method by using a questionnaire as a research instrument.

Hasanah (2020) formulate a research under the title " Gambaran psikologi mahasiswa dalam proses pembelajaran selama pandemic covid-19" This research use a quantitative research with a descriptive analityc approach, the research sample was 190 collage students. the study was conducted in May 2020 of Akper Dharma Wacana. The instrument used DASS-21 questionnaire This research finding that the majority of psychological problem experienced by student in the online learning process are anxiety a total of 79 of students experienced mild anxiety, 23 of students experienced mild stress, and 7 of students experienced mild depression.

Related to the findings above show that the research are similar in concerning to study about the impact of students' psychologycal in learning from home during pandemic covid 19. Based on previous research those are different with this research. The difference terms of this research use a quantitative research with a descriptive analityc approach, while the research that will be carry out uses a qualitative descriptive method by using a questionnaire as a research instrument.

Mekonen (2020) with the title " The Psychological Impact of Covid-19 Pandemic on Graduating Class Students at The University of Gondar, Northwest Ethiopia". This research was conduct from November 10 to 30, 2020 at the University of Gondar. Use a simple random sampling technique was employee to select 350 students. Collect the data use a structure self-administered questionnaire entered in EPI DATA version 3. analyzed using SPSS version 21, and present in frequencies, percentages, tables, and graphs. Bivariable and multivariable analysis was investigated using a binary logistic regression model. This research finding that the prevelance of stress, anxiety, and depression among graduating lass students was 22.2 %, 39.6 % and 40.2 % respectively living in urban area, living with a family, sedentary lifestyle, unable to practice covid-19 preventive measures, and having a contact history increase the risk of developing stress. Student who came from an urban area live with a family, study non-health departments had confirmed cases in the family and did not perform phsycal exercise had higher odds of developing depression.

Related to the findings above show that the research are similar in concerning to study about the impact of students' psychologycal in learning from

home during pandemic covid 19. Based on previous research those are different with this research. The difference term of this Data collect use a structured self-administered questionnaire, entered in EPI DATA version 3 analyzed using SPSS version 21, and presented in frequencies, percentages, tables, and graphs Bivariable and multivariable analysis was investigated using a binary logistic regression model, while the research that will be carried out uses a qualitative descriptive method by using a questionnaire as a research instrument.

Lindasari (2021) with the title "Dampak pembelajaran Jarak Jauh terhadap Psikologis siswa pada masa pandemic covid-19". This research use descriptive quantitative with a sample size of 220 junior high school students at Sumedang. The result of this study show that 42.27% experience anxiety, 44.56% experience stress and 23.18% experience depression. The most psychological problem experience by student during distance learning is stress. Therefore, it is necessary to increase coaching and counseling programs to overcome anxiety, stress, and depression in the face of distance learning. The data collection tool used is questionare.

Related to the findings above, show that the research are similar in concerning to study about the impact of students' psychologycal in learning from home during pandemic covid 19. Based on previous research those are different with this research. The difference term of this research use descriptive quantitative with a sample size of 220 junior high school students at Sumedang and Data collect using a structured self-administered questionnaire while the research that

will be carry out uses a qualitative descriptive method by using a questionnaire as a research instrument.

Maulana (2021) the title " The influence of Psychological Impact of Online Learning During Covid-19 on Student's Academic A chievement : A case study vocational higher education". This research aim to determine the influence of psychological impact that consist of depression, anxiety, and stress in students due to online learning in vocational higher education conduct during the corona virus disease 2019 on student's academic achievement. This research use the purposive sampling technique and using instrument through online questioner.

Relate to the findings above show that the research are similar in concerning to study about the impact of students' psychologycal in learning from home during pandemic covid 19. Based on previous research, those are different with this research. The difference term of this research use descriptive quantitative while the research that will be carried out uses a qualitative descriptive method by using a questionnaire as a research instrument.

Wulan (2021) with the title "Kondisi Psikologi Siswa SMP dalam pembelajaran Matematika pada Masa Pandemi Covid-19" This research use is descriptive qualitative with the subject 0f 32 junior high school student who were taken randomly from several school in Cirebon city and Regency. The data collection technique use psychological questionnaires and interviews which analyze descriptively. The result of this research that the average students psychology was 64% this means that the overall psychologycal of student include in the moderate category while student psychologycal is influenced by factors

namely emotion of 63,65 %, self-believe and schema of 60.78 %, interest of 61.41% and motivation of 64.69 % which overall are include in the moderate category. This psychological analysis can be use by teacher as a teacher design before teaching.

Relate to the findings above,show that the research are similar in concerning to study about the impact of students' psychologycal in learning from home during pandemic covid 19. Based on previous research, those are different with this research. The difference terms this research use descriptive qualitative with the subject 0f 32 junior high school student who taken randomly from several school in Cirebon city and Regency. The data collection technique use psychological questionnaires and interviews which analyze descriptively, while the research that will be carried out uses a qualitative descriptive method by using a questionnaire as a research instrument.

B. Some Pertinent Ideas

1. Concept of Students' psychologycal in Learning

a. Definition of Students' psychologycal in learning

Psychology come from the Greek word " psyche" that means soul and "logos" that means knowledge. By Etymologically psychology means the study of the soul, both about various symptoms, process and background. However, experts also differ on the meaning of psychology. Some argue that psychology is the science of the soul, But there are also those who argue that psychology is a science about thought and behaviour individual that can not separate from the environment (Hamdanah, 2009)

According to Nevid, (2017) Students' psychologycal in learning is a science about students behaviour that can affect in the learning process. Students' psychology in learning also provides a great contribution to the teacher when they carries out teaching in the classroom. Students' psychology in learning is a science that includes theories about learning, about how individuals learn or do learning. Students' psychology in learning is necessary for teachers and even people involved in the world of education so that they better able to make decisions and solve problems learning well.

b. The purpose of psychology in learning

1. To help teachers to be wiser in an effort to guide students in the learning process.

2. To help teachers create a system efficient and effective education with analyse student behaviour in learning process to improve method or strategies in teaching and learning process.

c. Function of Psychology in Learning

According to Gage & Berliner in Nurjan, (2016) Psychology in learning has several function such as to explanation, to prediction, and to control phenomena in teaching and learning activities. Psychology in learning also give understood about characteristic approaches, and teaching models.

Psychology in learning also provide predictions regarding the interdependence of aspect in learning. There is a change in one aspect and interrelationship of various aspect of learning. In this case, psychology in learning examines the concept of aspect human behaviour involve in learning and related

the environtment. As explained that student's behaviour related to the concepts of observation and psychic activity such as intelligence, motivation, learning style and individual developmental patterns. While the teacher's behaviour relate to management in the classroom, methods, will affect other aspect. For example, level individual intelligence and motivation can be use to predict learning achievement. Furthermore, physical condition and psychological condition of student can predict possible difficult that will be encountere in the learning process. Thus, teacher can make efforts to provide the strategies of teaching based on student's psychology.

The function of controlling is relate to understand that student's knowledge about the living environtment obtain from social knowledge subject (IPS). Whenever there are certain topic not tought then they have no knowledge of the topic. So we can know the difference of the result. Thus, student's knowledge of social knowledge is controlled with learning. Thus psychology in learning can help teacher to understand how individual learn, by knowing the individual learn, we can choose the way more effective way to help provide convenience, accelerate, and expand the individual learning process.

d. The benefit of psychology in learning

In general, the benefit and use of psychology in learning according to Muhibinsyah in Nurjan, (2016) that psychology in learning is a important tool for learning organizer to achieve learning goals. Psychology in learning can be use as a basis think and act for teacher, counsellor, and also other educational professional in managing learning process. While the learning process is an

element of the implementation of any education system. The benefit and useful of psychology in learning also help to understand the characteristic of students are they are slow learners or fast learner. By knowing the characteristic it's expect that teachers can design and implement of teaching and learning optimally based on student's needed.

e. Psychological Factor in Learning

According to (Rusdi, 2014) Psychological factors in learning is person's psychological that can affect in the learning process. Some of the main psychological factors that can affect in the learning process are intelligence, motivation, interests, Emotion, and attitudes.

1) Intelligence in learning

According to Wechsler in Herlina, (2018) Intelligence as a general capacity of the individual to act think rationally and interact with the environment effective. According to Syah in (Sari, 2016) Intelligence is the most important of psychological factor in the student learning process because it determines the quality of student learning. The higher level of intelligence of individual, the greater the chance that the individual will be successful in learning. Besides that the lower the intelligence level of individual, the more difficult it is for individual to achieve learning success. According to Slameto (2010) There are 4 indicators of intelligence in learning consist of understanding the concept, memory, problem solving and adaptation.

Table 2. 1 indicator of intelligence in learning

Indicator	
Intelligence in learning	Students are able to understand the concepts/materials taught by the teacher.
	Students are able to solve problems, namely showing knowledge about the problems at hand, making the right decisions and showing clear thoughts.
	Students are able to remember the material that has been conveyed by the teacher.
	Students are able to fully concentrate in learning process.

Therefore, need for learning guidance such as teachers or parents. As an important psychological factor in achieving learning success, every professional teacher need to have understanding and knowledge regarding the level of students' intelligence in learning. Understanding the level of intelligence of students will help the teacher to plan the assistance that will be give to students in learning process.

2) Motivation in Learning

According (Indriani, 2016) Motivation in learning is an encouragement or a person's willingness to carry out learning activities so that learning achievement can be achieved. Motivation in learning is very important because it affects

student learning outcomes. Anyone who is not motivate to learn will not be able to carry out learning activities. Naturally, everyone do activity with a purpose. Someone who is motivate will take advantage of all the means that can be done to achieve goals. Motivation will certainly determine the level of student achievement. The aspect study in this research is relate to the motivation aspect in learning describe by (Subakthiasih, 2020) consist of 4 indicator as follow : Attention, relevance, confidence, and satisfaction.

Table 2. 2 Indicator of motivation in learning

Indicator	
Attention	Students interest following the learning process.
Relevance	Relevance between learning media and student needed.
Self-Confidence	Believe in one's own in learning
Satisfaction	Student is satisfy with learning outcomes

Motivation and learning are interrelated. motivation in learning is the main thing in carrying out learning activities so that without motivation, someone will not carry out learning activities. Motivation is a driving force for someone to do something for the purpose desired by the students. Starting from the motivation to learn, someone has a passion to be better than learning activities.

3) Interest in learning

According to Rojabiyah, (2019) Interest in learning is defined if someone who interest in a lesson will have a feeling of interest in the lesson. Student will study hard and continue to understand all the knowledge related to the field and will follow the lessons enthusiastically and without any burden. Interest in learning can be measured through 4 indicators as mentioned by Wijaya, (2021) namely interest in learning, attention in learning, student involvement and Pleasure in learning.

a) Interest in learning is characterized in learning in the teacher who teaches, interest in learning in lessons, and complete the assignment.

b) Attention is the concentration or activity of one's soul on observation, understanding or others to the exclusion of other things. So students will have attention in learning, if their soul and mind are focus on what they are learning.

c) Student involvement is characterized by student behavior during learning activities and student preparation in learning, activeness in an activity.

d) Feelings of pleasure are characterized by feelings of pleasure when learning, feelings of pleasure with school facilities, lesson, strategy of learning and happy with friends.

Table 2. 3 indicator of interest in learning

Indicator	
Pleasure	Student have fun in learning process
Students' interest	students have high enthuasiasm in learning process.
Attention	Student interest to attent explanation by teacher.
Student involment	Student express opinion in learning process

Therefore, in the context of learning in the classsroom. Teacher need to increase student interest so that they are interest in the subject matter that they are going to learn. To increase student interest in learning, there are many ways that can be use such as making the material is interesting, so that it is not make boring like material books, learning designs that free students to explore what is being learn by involving all domains of student learning (cognitive, affective, psychomotorik) that make students become active. Another thing, the selection of majors or fields of study. In this case, it would be nice if the major or field of study was chosen by student according to their interest.

4) Emotion in Learning

The word " emotion'' is derive from the French word emotion. Emotion is a combination of several feelings that have intensity which is relatively high and causes an emotional turmoil, a stirred up or aroused state of the human

organization. So, emotion is also interpreted as a feeling of wanting to exceed the individual nature of an object so that tend to seek to express and apply it. As emotions in fear, worry, anger, irritation, frustration, jealousy, envy, grief, affection or affection, happy.

According to Lazarus in (Dari, 2020) defines emotion in learning is a mental state such as cheerful condition that characterize by strong feeling and usually there are impulse that refer to a form of behaviour . Emotion in learning is reactions to a person or event. Emotion can be show when feeling happy about the strategy in learning, depression because a lot of task, and anxiety because didn't understand about the material. Emotions in the learning process have an influence in the form of fast or slow student in learning, because the emotional positive or pleasant and negative or unpleasant affects the work of the human brain structure and has an impact on learning processes and outcomes.

Emotion are something that arise during the student's learning process. According to Pekrun et al, (2011) specifically classifies emotions into activity emotions, namely emotions that arise along with learning activities such as anxiety, enjoyment, boredom and anger.

Table 2. 4 indicator of emotion in learning

Indicator	
Anxiety	Student constantly worrying about all kinds of things that happen so it is difficult to concenirate and difficult to remember.
Enjoyment	Student have fun in learning process.
Anger	Student often complain in learning process.
Bore	Student feel displeasure due to lak of interest.

There are types of emotions that often appear in the context of classroom learning, namely enjoyment, anger, boredom, and anxiety. Emotion is one part of a person's psychological condition which is an internal factor that can affect a person's learning success. One way of classifying emotions is based on whether they are positive or negative. Positive emotions such as joy and gratitude express a favorable feeling, whereas negative emotions such as anger or guilt express the opposite.

One way of classifying emotions is based on whether they are positive or negative. Positive emotions such as joy and gratitude express a favorable feeling, whereas negative emotions such as anger or guilt express the opposite. Judging from the structure model of positive emotions, Frederickson revealed that positive emotions can be selected in four areas, namely joy, interest satisfaction and love . Joy is a part of happiness that plays a role in developing intellectual, social and physical skills. Meanwhile Emotion negative (emotions that are not fun), namely emotions that cause negative feelings in people who experience them, including sadness, anger, hate, fear and so on. According to Watson in (Wahyuni, 2020) through his observations, he say that negative emotions such as someone's fear are the result of conditioning. Such fear may be the product of one's imagination. If the distress and anxiety is the result of something imaginary horrific, the emotional reaction may be more dangerous than the actual fear-inducing stimulus.

5) Attitude in Learning

In the learning process, individual attitudes can affect the success of the learning process. Students' attitudes in learning can be influenced by feelings of pleasure or displeasure with the teacher's performance, lessons, or the surrounding environment and to anticipate the emergence of negative attitudes in learning teachers must try to become professional and responsible teachers.

According to (Abidin, 2012) indicators of attitude in learning include (1) liking or pleasure in learning; (2) student involvement in learning; (3) diligent in

studying and doing assignments; (4) diligent and disciplined to study and have a study schedule.

Table 2 .5 indicator of attitude in learning

Indicator	
Pleasure in learning	Student have fun with the teacher, lesson, and strategy.
Student involment in learning	Student active discuss with teacher or friend.
Diligent doing assignment	Student on time submit the assignment.
diligent and disciplined to study and have a study schedule.	Student review the material that has been given by teacher.

Attitudes can be interpreted as behavioral tendencies in academic matters. Change of attitudes can be observed in the learning process, the desired goals achieved, firmness, and consistency towards something, attitude assessment is an assessment carried out to determine the attitude of the participants on subjects, learning conditions, educators, and so on. Students psychologycal are very influence on learning outcomes, learning motivation and learning achievement. Therefore psychologycal factor is very important for learning English. Every teacher is required to study about educational psychology so that teachers are able to see the interest and abilities of students in learning .

2. Concept of Pandemic covid-19

a. Definition of pandemic

Pandemic comes from the Greek, Pan means " all " and demos " people " and this word is usually use to refer to a widespread epidemic of an infectious disease across a country or one or more continents at the same time (Honingsbaum, 2009). An internationally accept pandemic like the one appearing in the dictionary of epidemiology is straightforward and well-known " an epidemic " happening all over the world or over a very wide area across the globe international and usually affects a large number of people. Classically, anything about population immunity, virology or disease severity. Based on the definition from the dictionary, a pandemic can say to occur every year in every temperate southern and northern hemisphere remembering that the definition of the term is very broad whereas in modern terms it is "broad" epidemic" which is where an epidemic occurs over a very large area that usually affect a large proportion of the population in the the territory and occurs widely throughout the territory, country, Continental, or Globally".

b. Advantages of Pandemic for Students

The Covid-19 pandemic has change the world of education starting from the learning process which is usually done in the classroom face to face but since the pandemic it has change to learning from home. Students and parents are require to be able to present an effective and active learning process even though it is carry out from their respective homes. Covid-19 which had so many disadvantages impacts, also has advantages impact on the world of education in

Indonesia. This advantages impact can motivate through difficult times to continue to achieve Indonesia's more advance education goals. There are several advantages of pandemic for students according to (Pangaribuan, 2021) as follows :

1) Internet as a positive source of information

When the learning process generally uses books as resource in learning from home process internet is a source of information that can be use. Internet is no longer only used by students as a means of entertainment or playing social media but is also used to get information about the lessons being taught. Such as accessing digital books, learning videos and so on. of course this must still receive assistance from both teachers and parents, so that students do not get the wrong information and avoid hoaxes.

2) Students can be supervised by parents directly

Basically every child has unlimit potential. But there are several factors that can influence whether they can ultimate fulfill that potential. Experts believe that the role of parents in a child's life has a wide impact and with parental supervision it will be easy to monitor his development directly. Parental involvement is very important for children to excel in school. Some parents may think that it is the teacher's role to teach, not them. But such trust does not harm parents and children. Children do not start and stop learning only during the school day. They are always use to study at home with friends and through other influences.

3) Student can repeat the material

Learning materials can be repeated many times, can be done any time according to the availability of time to study. Students are learning or reading materials while doing leisure activities, Like while listening to music, lying down, eating snacks, and so on. Learning while doing relaxing activities as above will make us relax in learning, reducing boredom when studying.

4) Students are becoming more literate of technology

In learning from home, students can learning easier. This is support by smartphone technology and internet networks. Before the pandemic occurred, there were still many students stutteri about technology, this is due to offline learning habits that often use books as a learning reference. The existence of a pandemic is a must to master technology. During a pandemic students must master technology, although not all applications must be mastere. Students can at least use one or two applications that can be use to carry out learning. For example, the most popular applications for learning during the pandemic include Google Classroom, Google Meet, Zoom, and other online applications. What's more, times are increasingly advanced and all kinds of technology have penetrate in various aspects, including education. Hopefully this technology literacy requirement can become a new habit for students so that they can still be use until later even though the pandemic is end.

5) Students can be independent in learning

According to Oishi, (2020) Self-directed learning or learning independence is readiness or a person's willingness to learn independently which consists of an

attitude component that take the initiative to learn with or without the help of others who can formulate learning objectives, identify learning resources, choose and implement strategy appropriate learning and evaluate the learning objectives. Independent in learning is an active learning activity that is driven by the intention and effort to find out a skill that aims to solve a problem, it is based on the knowledge or skills that have been possessed. Independent in learning is a process in which students are involve in identifying what needs to learn and control of finding and organizing answers.

According to (Rusman, 2010) the most important thing independent in learning process is to see the improvement of students' abilities and skills in the teaching and learning process without the help of others. Independent in learning, students will try to understand the content of the lesson by their own. Awareness from parents to train students' independence during learning from home, teachers can also play a role in increasing student independence by monitoring every activity that students do online through Whatssapp Class groups or it can also provide rules for students, to be more discipline or provide a self-assessment rubric for students. So, students must be responsible for self-assessment rubric that has fill in by themselves. It is hope that if it has receive support from various parties, parents and teachers it can have a good influence on students. Because if students is aware of their responsibilities independently it will automatically have a good impact on student learning outcomes.

c. Disadvantages of Pandemic for Students

According to Ministry of Education, Culture, Research, and Technology there are at least three potential prolonged disadvantages for students due to the effects of the Covid-19 pandemic, include dropping out of school, decreasing learning achievement, as well as violence against children and external risks.

1) Dropout of School

According to (Usman, 2009) states that dropping out of school is a process of force cessation of students from an educational institution where they study. Dropouts can also interprete as abandonment of children from a formal educational institution which is caused by various factors, one of which is inadequate family economic conditions.

According to (Manan, 2007) then explain that dropout of school is a problem that is not addresse at this time although this problem is a complex problem. The problem of teenagers leaving school before finishing is not a new thing this is a serious problem facing education today, besides dropping out of school are those who have been educate in school and fail to complete the program. Dropout of school is usually define as children who have dropped out of school. This study focus on boys and girls in their teens, from 15 to 17 years of age. Adolescence is a transitional period in the human life span connecting childhood and adulthood .

Based on a survey conducted by the United Nations International Children's Emergency Fund (UNICEF) as many as 1% or 938 children aged 7-18 years drop out of school due to the Covid-19 pandemic. Of these, 74% of children

reporte dropping out of school for economic reasons. No wonder the economic sector is one of the sectors that has experience a significant impact because many people have lost their jobs and income. It is not uncommon for parents who prefer their children to stop going to school and choose to employ children to help the family's economy due to the economic crisis that occurred. In addition, many parents cannot see the role of schools in the teaching and learning process if the learning process is not arried out face to face.

2) Decreased learning achievement

Learning from home is not yet fully effective. After more than a year many findings about the problems and impacts that emerge. One of them is the socio economic situation of each student's family that affect of learning from home. Difference in access and quality during learning from home can lead to disparities in learning outcomes especially for children from different socio economic backgrounds. Not to mention the impact on children because learning from home requires students to do a lot of assignments. This is exacerbated by the condition of students who do not interact with the outside environment because they must always at home. Under these conditions the study found that face to face learning resulted in better academic achievement compared to learning from home.

3) Violence against children and external risks

Violence against children is an act that involves physical force intentionally on the basis of power and threatens another person or group that causes injury psychological harm, and even death. Age most vulnerable to violence against

children is less than 15 years. violence against children occurs in various forms such as physical, psychological, sexual, neglect, and various levels of household, institutional and even social. it has potential harm to the health, survival, development or dignity of child in the context of a relationship of responsibility, trust, or power.

One of impact that appears during learning from home is the involvement of parents in educate children while at home and assisting the child's learning process. This will indeed help the child learn, but it can also increase the risk of undetecte violence. Without school many children are trap in domestic violence without the teachers knowing. In addition to domestic violence, external risks are also a ghost for students. When children no longer attend school, there is an increase risk for early marriage, exploitation of children, especially girls and teenage pregnancies.

3. Learning from Home Policy During Pandemic

a. Definition of learning from home

According to Purba in Hariyati, (2020) Learning from home is a type of virtual learning that use technology in education system. Based on the statement Griffiths, (2016) learning from home is is a form of learning and teaching process activities that use technology and information in a structure manner in which there is communication/relationship between students and teachers with virtual meetings in the form of video shows, presentation of text material, to graphics and pictures both in a timely manner and at the right time. According to (Nadeak, 2020) Learning from home is a rule that issue by the government of

Indonesia through ministry of education and culture to change applied of learning and teaching process from face to face to virtual classroom.

b. The Characteristic of Learning from home

There are several characteristic of learning from home as follows :

1. Student can learn everywhere and anytime based on the opportunities each individually.

2. In learning from home process, student is not only can access textbook but student can be accesse digital information source

3. Student can interaction with text, video, sound, and images.

4. In learning from home, geographic separation is inherent and time may also separate student and teacher.

5. Delivery of teaching materials and learning process by using the media communication and information.

c. The advantages of learning from home

According to (Santika, 2020). There are some advantages of learning from home as follows :

1. No more limit by place and time to student in teaching and learning process.

2. Student must be active in learning process, so student as student-centere prosess.

3. Economize the education cost such as books, equipment and infrastructure.

4. Train the student to look for knowledge by independent .

5. In learning from home process, student can use media that can record or save the material in digital form and can repeat the material any time.

d. The disadvantages of learning from home

According to Nursalam in (Anggraini I. , 2021) There are some disadvantages of learning from home as follows :

1. No more interaction directly between student and teacher that potentially obstruct learning process.

2. Student have potentially to do copyright, because information easy to access, therefore student can cheating in make a paper or project, that is not their work originally.

3. Need to internet connection that quickly and stable.

4. For part of student, they are difficult to understand the material.

5. It is not suitable in rural area.

6. For part of student does not have infrastructure such as android or quota.

7. Student limit to accessed the internet.

e. Kinds of Learning From Home

According to Haughey in (Hasnidar, 2020) there are several kinds of learning from home namely as follows :

1) Web course is the use of the internet where students and teachers are separate by space and distance where their interaction by via virtual. All discussion of teaching materials, consultations, assignments, exercises, exams, and learning activities by via the internet.

2) Web centric course is use of the internet that combines online learning and offline learning. Some materials are delivere via virtual and some through face-to-face. Their functions are complementary. In this model the teacher

can convey learning activities to students through the web that has been create. Students are also given directions to find other sources from relevant websites. In offline learning sessions, students and teachers exchange ideas more with students about the findings of the material that has been studied via the internet.

3) Web enhanced course is the use of the internet to support the improvement of the quality of learning carry out in the classroom. The function of the internet is to provide enrichment and communication between students and teachers, fellow students, group members, or students with other sources. Therefore, the teacher's role is to master the technique of finding information on the internet, guiding students to find sites that are relevant to the learning material, presenting material through the web that is interesting and in demand, providing guidance and communication and interesting web interests, providing guidance and communication through the internet, internet and other necessary skills. The development of learning from home is not only about online subject matter, but must be communicative and interesting. The subject matter is design as if students are studying in front of the teacher through a computer screen that is connected via the internet. Able to produce interesting and attractive online learning.

4. **Impact of Learning from Home Policy During Pandemic**

Since December 2019 the global community has been hit by a virus pandemic Covid-19 which causes changes in the order of social life including the world education. Covid-19 is an infectious disease caused by a type of

corona virus that is recently discovere in Wuhan City, China (WHO, 2020). Transmission This virus occurs between humans, so it spreads very quickly. When the spread of the virus begins to enter Thailand, the government determine various regulation swhich can inhibit transmission from sufferers to healthy people. One of the rule is the necessity to do social or physical distancing. Social/physical Distancing is one approach that can break the chain of spread the virus. This statement is reinforce by research conduct in America which shows that social distancing can save more than one million lives (Nigam, 2020).

The government made a policy to reduce the spread of corona virus disease or commonly we can say covid-19, that policy is change apply learning directly to learning from home. Based on this rule by the Ministry of Education and Culture of Indonesia, in impelementation of suitable education with stay their safety and healthy from corona disease virus or we can said covid-19. In learning from home, teacher and student can use several media in learning and teaching process such as google meet, zoom, whassapp, and google classroom. In other thing, student can also access by smart class, ruang guru, quipper, zenius, meja kita and so on. But In the implementation of Learning from home policy during pandemic covid-19 has several positive and negative impact in its implementation according to Adi et al (2021).

a. Positive Impact of Learning From Home Policy

There are several Positive Impact of Learning From Home Policy as follow:

1. Learning from home also makes students feel free or relax and able to do other activities while attending teacher. This matter can be use by students with various positive activities.

2. Learning from home it also make students more independent because during learning from home Teacher only provide material briefly through files so that it requires students to be independent in seeking an explanation of the material provide by teacher so that learning from home requires self-reliance.

3. Learning from home is considere more practical and relax. Practical because it can provide task any time and reporting task any time and more flexible means done anytime and anywhere. Learning from home lead to more flexible time for students who are outside at home and can adjust their time to study and can be done at any time. All students can access it easier, it can be done anywhere and Submission of information is faster and can reach many students.

b. Negative Impact of Learning from Home Policy

There are several negative impact of learning from home policy as follow:

1. Network inadequate because some students live in rural areas which internet network is less stable.

2. Students do not understand the material because some teachers do not explain the material clearly so that students do not understand the material present by

teacher. In addition teacher only provides material in the form of a file format.

3. Students feel less enthusiastic about participating in learning from home due to unstable internet access, poorly understood material during learning, there are disturbances from the environment so that students are not interested in their learning.

4. Limited facilities in learning from home makes it difficult for students because the cost of laptop or smartphone is quite expensive. In addition, the limitations of students using learning applications that have never been use at all.

5. Students also feel burden because teacher give many assignments outside class hours and change the schedule.

When implement of learning from home happen over long period of time it can be disturb condition of students' psychology such as saddness, stress, afraid, pessimism, depression until anxiety level. Learning from home policy also limits face to face interaction causes there is no communication directly. One study find that the statement of (Wang Y, 2020) formulate the finding indicate the study that 16.5% in category depression 28.8% said in category anxiety, and 8.1% in category stress levels. Furthermore, result of survey from wahana visi Indonesia that contain in www.karecan.XXX find that apply of learning from home policy has been impact of student psychological factor. The data show 47% report feel bored living in the house, 35% report feel afraid lag of lesson, 15% reportfeel doesn't comfortable.

According to Churiyah, (2020) Digitalization of education for urban and rural area must be synchronize considering the education project is one of important efforts in transform human resources that literate about technology and have adequate digital literacy. During the implementation many report receive by KPAI or indonesian child protection commission carry out through parents that children get stress because task given by teacher. Learning from home activities dispose give task to student and apperception activities dan explanation about the material also is lost. Besides that, teachers have difficulty in choosing the right learning strategies while studying from home not only teachers, students also feel that learning from home is a burden that causes psychological illness.

C. Conceptual Framework

The role of psychological factor in learning is very important because it can affect to achievement of result in learning process. Since covid-19 attack in Indonesia, the government change of learning process from offline learning move to online learning or we can say learning from home. Implementation of learning from home policy during pandemic covid-19 have impact for student. One of them is have potential affect students's psychological in learning. For example student feel depression because burden of assignment that given by teacher and also make student difficult in the learning process, especially learn English. So that, need to researching what is the impact of student's psychological in learning from home policy during pandemic covid-19 in learning English at SMAN 3 Gowa. The conceptual frame work above describes that the conduct by the

researcher. First the research take one classs, After that the researcher distribute questionnaires to students about student's psychological factor in learning from home policy and also will interview the students to get more information then Finally the researcher will identify the impact of students' psychological in learning from home policy during pandemic Covid-19 in learning English at SMAN 3 Gowa.

Figure 2.1 Conceptual Framework

Students Psychological factor

⬇

Learning from home policy in learning English

⬇

Questionnare and interview

⬇

The impact of student psychologycal in learning from home during pandemic covid-19 in learning English At SMAN 3 Gowa

The conceptual frame work above describes that the conduct by the researcher. First the research take one classs, After that the researcher distribute questionnaires to students about student's psychological factor in learning from home policy and also will interview the students to get answers which will later be

used to strengthen the statements that have been answered by students. interviews conducted using recording as media then Finally the researcher will identify the Impact of students' psychological in learning from home policy during pandemic Covid-19 in learning English at SMAN 3 Gowa.

CHAPTER III

RESEARCH METHOD

A. Research Design

The researcher used descriptive quantitative method. Descriptive quantitative method is method of collecting data to describe or explain an event that is happening at the present time in the form of meaningful number according to Sudjana, (2004). The researcher used this method because the researcher described about impact of students' psychological factor in learning from home policy during pandemic covid-19 in learning English at SMAN 3 Gowa.

B. Population and Sample

1. Population

   Population of this research colleceted from students of twelve grade at SMAN 3 Gowa.

2. Sample

   The researcher used the purposive sampling technique. Purposive sampling is sampling deliberately in accordance with the require sample requirements. It means the researcher determined the sample taken by herself because of considerations certain. As for the criteria for the subject of this research, the subject was student and the subject was student who has been participated in the learning process from home. The researchers chose one class of Twelve grade class as respondent

from students of XII MIA 6 Class at SMAN 3 Gowa. The sample in this research were 30 students.

C. Research Instrument

1. Questionnaire

Questionnaire is a tool use to collect data by making a list of questions in writing and then by the respondent will be fill in in writing. In this research, the researcher used a closed-ended questionnaire, in which there are alternative answers that have been determined by questionnaire maker. The answer in this research used a closed questionnaire. There are strongly agree (SA), disagree (DS), agree (A) and strongly disagree (SDS). The indicators that will be studied in the questionnaire are indicators of student psychological factors (Intelligence, motivation, interest ,emotion and attitude) in learning from home during pandemic covid-19.

The researcher distributed questionnaire to 30 students as respondent from XII MIA 6 class at SMAN 3 Gowa. The questionnaire about student' psychological factor in learning from home policy during pandemic covid-19 in learning English. In this research, there were 20 question for questionnaire obtained from 5 indicators of each aspect of psychological factors in learning and adapted from a combination of some sources consist of aspect of intelligence according to (Slameto, 2010), Motivation in learning according to Putri, (2021), Interest in learning according to (Fitriana, 2018) , Emotion in learning according to Pekrun, (2011) and attitude in learning according to (Abidin, 2012).

In this research the whole statement is a negative statement with a score of 4, 3, 2, 1. Scoring the value of each item in the questionnaire statement can be seen in table below:

Table 3 .1 Criteria of score

RATING	SCORE
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

Provide an overview of the questionnaire that will be used in this research, the grid is presented as in table as follows:

Variable	Indicator	Negative statement	Total
Students' psychological factor in learning	Inteligence in learning	1,2,3,4	4 question
	Motivation in learning	5,6,7,8	4 question
	Interest in learning	9,10,11,12	4 question
	Emotion in learning	13,14,15,16	4 question
	Attitude in learning	17,18,19,20	4 question
			20 question

The whole in the form of a negative statement, because the questionnaire to find out the negative impact of students' psychological factors in learning from home in learning English for student of XII MIA 6 class at SMAN 3 Gowa.

2. Interview

Interview are generally a process of obtain information for research purposes by way of question and answer between interviewers with the respondent or interviewee, with or without using an interview guide, interviewers and respondent are involved in a relatively long social life (Bungin, 2008). Interview is a technique to understand someone by doing direct communication (face to face relation) between the interviewer with the interviewee to obtain information about the person (Arikunto, 2010). In this research also interview the students to get answers which will later be used to strengthen the statements that have been answered by students. interviews conducted used recording as media. Interview adopted from (Rahmawati, 2015) use Indonesian language to ask the respondents to made easier to answer the question about learning fom home policy during pandemic covid-19. For interview, there are 5 question for students about learning from home policy and chose 3 students as respondent

Table 3 .2 Indicator of learning from home policy

Indicator	Number question
Effectiveness Learning from Home policy	Number 1
Students' interest in learning from home policy	Number 2
The obstacle in learning from home policy	Number 3,4,5

Source : (Fatimah, 2021)

D. Technique of Data Collection

To obtained the data, it needed instrument in research, the instrument is a key component in a study. According to (Sugiyono, 2017) a research instrument is a tool use to measure observe natural and social and social phenomena. In this research, the researcher used questionnaire as instrument to got the data that used a likert scale and consist of 5 aspect of students' psychologycal factor namely : intelligence, motivation, interest, emotion and attitude in learning and also interview the students to got answers which will later be used to strengthen the statements that have been answered by students. interviews conducted using recording as media . Students' recording were written into sentence by the researcher, the transcription was analyzed to look for similarities from the other data collected through questionnaire.

E. Technique of Data Analysis

Technique of data analyzed that used in this research was descriptive statistical analysis was tatistic used to analyzed data by described the data that has been collected as it is without intending to make conclusions that applied to the public or generalizations. the questionnaire were analyzed statistically to identified or determined individual opinions, beliefs and attitudes, behaviors or characteristics (Creswell, 2008) The results of data collection, obtained a number of data that will provided answers to research problems. In data processing, there were several steps of data processing activities related to data selection, coding, scoring, tabulation, counting and interpreting data. Meanwhile, to simplify data processing used SPSS :

a) Data selection

After all the data is collected, the researcher makes a settlement, whether the collected data can be processe or not. Separate which data can be used and which data cannot be used.

b) Coding

Coding is the provision of codes or cues made in the form of numbers or letters that provide instructions or identity for information or data to be analyzed.

c) Scoring

Scoring is the process of determining the score on the respondent's answers which is done by making suitable classifications and categories depending on the opinion of the respondent. scoring calculation is done using a Likert scale whose measurements are as follows:

Table 3. 3 Likert Scale

RATING	SCORE
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

d) Tabulation

In the data tabulation Step, the researcher create tables that contain data that has been coded according to the required analysis for each alternative answer for each question item and each respondents .

e) Counting alternative answer

To obtain research conclusions, the authors set a percentage calculation technique. This means that the frequency of each alternative answer on each item is calculate and processe by comparing the number of respondents answers to each item with the number of respondents multiplied by one hundred percent. The formula used to calculate the data according to Arikunto, (2010) :

$$P = \frac{F}{N} \times 100\%$$

Description :

P = percentage sought

F = frequency (respondent's answer)

N = Number of cases (number of respondents)

Table 3. 4 To clasify the students' score based on interval

Interval	Categories
0 % - 24,99 %	Very low impact
25 %- 49,99%	Low impact
50 %-74,99 %	High impact
75 %-100 %	Very high impact

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consisted of findings and discussion of the research as the result. Finding show the resulth from the data that have been collected and analyzed from the questionnaire and interview. Discussion deals with the description and interpretation based on the findings of the research.

A. FINDINGS

The researcher got the data from the questionnaire and interview as instrument of the research. The questionnaire consist of 20 item and 5 question for interview. The responden were 30 student of XII MIA 6 class at SMAN 3 Gowa. There are 4 rating in questionnaire consist of Strongly Agree (SA), Agree (A), Disagree (DS), and Strongly Disagree (SDS).

1. The analysis of the data collected through questionnaire

The questionnaire used to know the students' psychological factor in learning from home policy during pandemic covid-19 in learning English. The questionnaire was distribute to student of XII MIA 6 class at SMAN 3 Gowa as the sample of this research. This questionnaire consist of 20 item and have distributed of 30 students .

a. **Students' intelligence in learning English from home during pandemic**

Table 4.1 Score of students in term of question number one

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	-	-	-	-
Disagree	4	13.3 %	13.3%	13.3 &
Agree	15	50 %	50 %	63.3 %
Strongly Agree	11	36.7 %	36.7 %	100 %
Total	30	100 %	100 %	

Based on the table above, respondents who answer strongly disagree were zero, who answer disagree as many 4 people (13.3 %), who answer agree as many 15 people (50%), and who answer strongly agree as many 11 people (36.7 %). So, the most dominant answer are respondents who answer agree as many 15 people (50%) from 30 students with the question number one ''I'm difficult to understand in learning English materials while learning from home process during the pandemic''

Table 4. 2 Score of students in term of question number two

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	**Strongly Disagree**	2	6.7 %	6.7 %	6.7 %
	Disagree	3	10 %	10 %	16.7 %
	Agree	23	76.7 %	76.7 %	93.3 %
	Strongly agree	2	6.7 %	6.7 %	100 %
	Total	30	100 %	100 %	

Based on the table above, The result respondents who answer strongly disagree as many 2 people (6.7 %), who answer disagree as many 3 people (10%),

who answer agree as many 23 people (76.7 %), and who answer strongly agree as many 2 people (6.7 %). So, the most dominant answers are respondents who answered agree as many as 23 people or 76.6 % from 30 students with the question number two ''I don't find new that more effective way to complete every English task to the maximum while learning from home during the pandemic''.

Table 4.3 Score of Students in term of question number three

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	-	-	-	-
	Disagree	9	30 %	30 %	30 %
	Agree	16	53.3 %	53.3 %	83.3 %
	Strongly Agree	5	16.7 %	16.7 %	100 %
	Total	30	100 %	100 %	

Based on the table above, the result respondents who answer strongly disagree were zero, who answer disagree as many 9 people (30 %), who answer agree as many 16 people (53.3 %) and who answer strongly agree as many 5 people (16.7 %). So, the most dominant answer are agree as many 16 people (53.3%) from 30 students with the question number three ''I don't remember the English materials that have been convey by the teacher while learning from home during the pandemic''.

Table 4.4 Score students of question number four

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	-	-	-	-
	Disagree	6	20 %	20 %	20 %
	Agree	19	63.3 %	63.3 %	83.3 %
	Strongly agree	5	16.7 %	16.7 %	100 %
	Total	30	100 %	100 %	

Based on the table above, respondent who answer strongly disagree were zero, who answer disagree as many 6 people (20 %), who answer agree as many 19 people (63.3 %) and who answer strongly agree as many 5 people (16.7%). So, that the dominant answer are agree as many 19 people (63.3 %) from 30 students with the question number four : "I can't concentrate in learning English while learning from home "during the pandemic".

Table 4 .5 Recapitulation frequency of item answer in term of Intelligence in learning English

Score	Frequency	(S) X (F)
Strongly Disagree (1)	2	2
Disagree (2)	22	44
Agree (3)	73	219
Strongly Agree (4)	23	92
Total	120	357

Based on table above,it show that the total of score are 357, based on categories, the range of ideal score consist of :

1. Maximum score is obtain from 4 (Highest score) times the number of question item times the number of respondents (4 x 4 x 30 = 480).

2. Minimum score is obtain from 1 (lowest score) times the number of question item times the number of respondents (1 x 4 x 30 = 120).

3. Range score (max-min) : 4 = (480 - 120) : 4 = 90

4. Percentage : $\frac{357 \ X \ 100}{480}$ = 74,37 % or 0,7437.

Based on the n result score of students' intelligence in learning is 74,37 % has high impact in learning from policy during pandemic covid-19 in learning English.

b. Students' motivation in learning English from home during pandemic

Table 4. 6 Score in term of number five

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	13	43.3 %	43.3%	43.3 %
Disagree	12	40 %	40 %	83.3 %
Agree	5	16.7 %	16.7 %	100 %
Strongly Agree	-	-	-	
Total	30	100 %	100 %	

Based on the table above, the result respondents who answer strongly disagree as many 13 people (43.3%), who answer disagree as many 12 people (40 %), who answer agree as many 5 people (16.7 %) and who answer strongly disagree were

zero. So that the dominant answer are respondents who answer strongly disagree as many 13 people (43.3 %) from 30 students with the question number five '' I am indifferent to join learning English while learning from home during the pandemic". As result, the most dominant answers are respondents who answered strongly disagree as many as 31 people or 43.3 %.

Table 4. 7 Score of students in term of question number six

		Frequency	Percent	Valid Percent	Cumulativ e Percent
Valid	Strongly Disagree	2	6.7 %	6.7 %	6.7 %
	Disagree	5	16.7 %	16.7 %	23.3 %
	Agree	21	70 %	70 %	93.3 %
	Strongly Agree	2	6.7 %	6.7 %	100 %
	Total	30	100 %	100 %	

Based on the table above, the result respondents who answer strongly disagree as many 2 people (6.7 %), who answer disagree as many 5 people (16.7 %), who answer agree as many 21 people (70 %), and who answer strongly agree as many 2 people (6.7 %). So that the dominant answer is the respondent who answer agree as many 21 people (70 %) from 30 students with the question six ''I think implementattion of method in learning English while learning from home during the pandemic is not suitable for me".

Table 4. 8 Score of students in term of question number seven

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	3.3 %	3.3 %	3.3 %
	Disagree	11	36.7 %	36.7 %	40 %
	Agree	16	53.3 %	53.3 %	93.3%
	Strongly agree	2	6.7 %	6.7 %	100 %
	Total	30	100 %	100 %	

Based on the table above, the result respondents who answer strongly disagree as many 1 people (3.3 %), who answer disagree as many 11 people (36.7 %), who answer agree as many 16 people (53.3 %), and who answer strongly agree as many 2 people (6.7 %) So that the dominant answer is the respondents who answer agree as many 16 people (53.3 %) from 30 students with the question number seven "I am not sure that I will be successful in learning English while learning from home during the pandemic".

Table 4. 9 Score of students in term of question number eight

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	6.7 %	6.7 %	6.7 %
	Disagree	7	23.3 %	23.3 %	30 %
	Agree	15	50 %	50 %	80 %
	Strongly Agree	6	20 %	20 %	100 %
	Total	30	100 %	100 %	

Based on the table above, the result respondents who answer strongly disagree as many 2 people (6.7%), who answer disagree as many 7 people (23.3 %), who answer agree as many 15 people (50 %), and who answer strongly agree as many 6 people (20 %). So that, the dominant answer is the respondents who answer agree as many 15 people (50 %) from 30 students with the question number eight "I am not satisfied with the value I get in learning English while learning from home during the pandemic".

Table 4. 12 Score of students in term of question number ten

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	10 %	10 %	10 %
	Disagree	9	30 %	30 %	40 %
	Agree	17	56.7 %	56.7 %	96.7 %
	Strongly Agree	1	3.3 %	3.3 %	100 %
	Total	30	100 %	100 %	

Based on the table above, the result respondents who answer strongly disagree as many 3 people (10 %), who answer disagree as many 9 people (30 %), who answer agree as many 17 people (56.7 %), and who answer strongly agree as many 1 people (3.3. %). So that the dominant answer is the respondents who answer agree as many 17 people (56.7 %) from 30 students with the question number ten " I am not spirit in learning English while learning from home during the pandemic"

Table 4. 13 Score of students in termof question number eleven

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	3.3 %	3.3 %	3.3 %
	Disagree	7	23.3 %	23.3 %	26.7 %
	Agree	21	70 %	70 %	96.7 %
	Strongly Agree	1	3.3 %	3.3 %	100 %
	Total	30	100 %	100 %	

Based on the table above, the result the respondents who answer strongly disagree as many 1 people (3.3 %), who answer disagree as many 7 people (23.3 %), who answer agree as many 21 people (70 %), and who answer strongly agree as many 1 people (3.3 %). So that the dominant answer is the respondents who answer agree as many 21 people (70 %) from 30 students with question number eleven " I paid little attention to the teacher's explanation in learning English while learning from home during the pandemic".

Table 4 .14 Score of students in term of question number twelve

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	6.7 %	6.7 %	6.7 %
	Disagree	7	23.3 %	23.3 %	30 %
	Agree	20	66.7 %	66.7 %	96.7 %
	Strongly Agree	1	3.3 %	3.3 %	100 %
	Total	30	100 %	100 %	

Based on the table above, the result the respondents who answer strongly disagree as many 1 people (3.3. %), who answer disagree as many 7 people (23.3 %), who answer agree as many 21 people (70 %), and who answer strongly agree as many 1 people (3.3 %). So that, the dominant answer is the respondents who answer agree as many 21 people (70 %) from 30 students wih the question number twelve " I do not express opinions and discuss in learning English while learning from home during the pandemic ".

Table 4. 15 Recapitulation of Frequency item answer in term of interest in learning English

Score	Frequency	(S) X (F)
Strongly Disagree (1)	10	10
Disagree (2)	35	70
Agree (3)	69	207
Strongly Agree (4)	6	24
Total	120	311

Based on table above,it show that the total of score are 311, based on categories, the range of ideal score consist of :

1. Maximum score is obtain from 4 (Highest score) times the number of question item times the number of respondents (4 x 4 x 30 = 480).

2. Minimum score is obtain from 1 (lowest score) times the number of question item times the number of respondents (1 x 4 x 30 = 120).

3. Range score (max-min) 4 = (480 - 120) 4 = 90

4. Percentage : $\frac{311 \times 100}{480}$ = 64,79 % or 0,647

Based on the result score of students' interest in learning is 64.79 % has high impact in learning from home policy during pandemic covid-19 in learning English.

d. Students' emotion in learning English from home during pandemic

Table 4. 16 Score of students in term of question number thirteen

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	3.3 %	3.3 %	3.3 %
	Disagree	3	10 %	10 %	13.3 %
	Agree	18	60 %	60 %	73.3 %
	Strongly Agree	8	26.7 %	26.7 %	100 %
	Total	30	100 %	100 %	

Based on the table above, the result respondents who answer strongly disagree as many 1 people (3.3%), who answer disagree as many 3 people (10 %), who answer agree as many 18 people (60 %), and who answer strongly agree as many 8 people (26.7 %). So that the dominant answer is the respondent who answer agree as many 18 people (60 %) from 30 students with question number thirteen

" I feel anxiety learning English while learning from home during the pandemic because of network is not stable ".

Table 4. 17 Score of students in term of question number fourteen

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	13.3 %	13.3 %	13.3 %
	Disagree	6	20 %	20 %	33.3 %
	Agree	17	56.7 %	56.7 %	90 %
	Strongly Agree	3	10 %	10 %	100 %
	Total	30	100 %	100 %	

Based on the table above, the result respondents who answer strongly disagree as many 4 people (13.3%), who answer disagree as many 6 people (20%), who answer agree as many 17 people (56.7%), and who answer strongly agree as many 3 people (10%). So that the dominant answer is the respondents who answer agree as many 17 people (56.7 %) from 30 students with the question number fourteen " I'm unhappy learning English while learning from home during the pandemic ".

Table 4 .18 Score of students in term of question number fifteen

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	16.7 %	16.7 %	16.7 %
	Disagree	10	33.3 %	33.3 %	50 %
	Agree	13	43.3 %	43.3 %	93.3 %
	Strongly agree	2	6.7 %	6.7 %	100 %
	Total	30	100 %	100 %	

Based on the table above, the result respondents who answer strongly disagree as many 5 people (16.7%), who answer disagree as many 11 people (36.7%), who answer agree as many 12 people (40 %), and who answer strongly agree as many 2 people (6.7%). So that the dominant answer is the respondents who answer agree as many 12 people (40%) from 30 students with the question number fifteen " I feel that the asignment of English is more while learning from home during pandemic compare learning face-to-face ".

Table 4. 19 Score of students in term of question number sixteen

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	6.7 %	6.7 %	6.7 %
	Disagree	2	6.7 %	6.7 %	13.4 %
	Agree	17	56.6 %	56.6 %	70 %
	Strongly Agree	9	30 %	30 %	100 %
	Total	30	100 %	100 %	

Based on the table above, the result respondents who answer strongly disagree as many 2 people (6.7 %), who answer disagree as many 3 people (10 %), who answer agree as many 16 people (53.3 %), and who answer strongly agree as many 9 people (30 %). So that the dominant answer is the respondent who answer agree as many 16 people (53.3 %) from 30 students with the question number sixteen " I feel bored learning English while learning from home during pandemic because I can't interact directly with teachers and friends".

Table 4 .20 Recapitulation of frequency item answer in term of emotion in learning English

Score	Frequency	(S) X (F)
Strongly disagree (1)	12	12
Disagree (2)	21	42
Agree (3)	65	195
Strongly Agree (4)	22	88
Total	120	337

Based on table above,it show that the total of score are 337, based on categories, the range of ideal score consist of :

1. Maximum score is obtain from 4 (Highest score) times the number of question item times the number of respondents (4 x 4 x 30 = 480).

2. Minimum score is obtain from 1 (lowest score) times the number of question item times the number of respondents (1 x 4 x 30 = 120).

3. Range score (max-min) : 4 = (480 - 120) : 4 = 90

4. Percentage : $\frac{337 \times 100}{480}$ = 70.20 % or 0,702

Based on the result score of students' emotion in learning is 70,20 % has high impact in learning from home policy during pandemic covid-19 in learning English.

e. Students' attitude in learning from home during pandemic

Table 4. 21 Score of students in term of question number seventeen

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	20 %	20 %	20 %
	Disagree	10	33.3 %	33.3 %	53.3 %
	Agree	13	43.3 %	43.3 %	96.7 %
	Strongly Agree	1	3.3 %	3.3 %	100 %
	Total	30	100 %	100 %	

Based on the table above, the result respondents who answer strongly disagree as many 6 people (20 %), who answer disagree as many 10 people (33.3 %), who answer agree as many 13 people (43.3 %), and who answer strongly agree as many 1 people (3.3. %). So that the dominant answer is the respondent who answer agree as many 13 people (43.3 5) from 30 students with the question number seventeen " I am not enthusiastic learning English while studying from home during the pandemic ".

Table 4. 22 Score of students in term of question number eighteen

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	3.3 %	3.3 %	3.3 %
	Disagree	8	26.6 %	26.6 %	33.3 %
	Agree	20	66.6 %	66.6 %	96.7 %
	Strongly Agree		3.3 %	3.3 %	100 %
	Total	30	100 %	100 %	

Based on the table above, the result respondents who answer strongly disagree as many 1 people (3.3 %), who answer disagree as many 9 people (30 %), who answer agree as many 19 people (63.3 %). And who answer strongly agree as many 1 people (3.3 %). So that the dominant answer is respondents who answer agree as many 19 people (63.3 %) from 30 students with the question number eighteen " I am passive in discussing with friends or teachers in learning English while learning from home during the pandemic".

Table 4. 23 Score of students in term of question number nineteen

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	10 %	10 %	10 %
	Disagree	7	23.3%	23.3 %	40 %
	Agree	19	63.3 %	63.3 %	96.7 %
	Strongly Agree	1	3.3 %	3.3 %	100 %
	Total	30	100 %	100 %	

Based on the table above, the result respondents who answer strongly disagree as many 3 people (10 %), who answer disagree as many 9 people (30 %), who answer agree as many 17 people (56.7 %), and who answer strongly agree as many 1 people (3.3 %). So that the dominant answer who answer is respondents answer agree as many 17 people (56.7 %) from 30 students with the questionnumber nineteen "I'm not on time to do English assignments while learning from home during the pandemic ".

Table 4. 24 Score of students in term of question number twenty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	16.7 %	16.7 %	16.7 %
	Disagree	7	23.3 %	23.3 %	40 %
	Agree	16	53.3 %	53.3 %	93.3 %
	Strongly Agree	2	6.7 %	6.7 %	100 %
	Total	30	100 %	100 %	

Based on the table above, the result respondents who answer strongly disagree as many 5 people (16.7%), who answer disagree as many 8 people (26.7 %), who answer agree as many 15 people (50 %), and who answer strongly agree as many 2 people (6.7 %). So that the dominant answer is the respondent who answer agree as many 15 people (50 %) from 30 students with the question number twenty "I am lazy to repeat learning English materials while learning from home during the pandemic".

Table 4. 25 Recapitulation frequency item answer in term of attitude in learning English

Score	Frequency	(S) X (F)
Strongly Disagree (1)	15	15
Disagree (2)	32	64
Agree (3)	68	204
Strongly Agree (4)	5	20
Total	120	303

Based on table above,it show that the total of score are 303, based on categories, the range of ideal score consist of :

1. Maximum score is obtain from 4 (Highest score) times the number of question item times the number of respondents (4 x 4 x 30 = 480).

2. Minimum score is obtain from 1 (lowest score) times the number of question item times the number of respondents (1 x 4 x 30 = 120).

3. Range score (max-min) : 4 = (480 - 120) : 4 = 90

4. Percentage : 303 X 100 = 63,125 % or 0,63)
   480

Based on the result score of students' attitude in learning is 63,125 % has high impact in learning from home policy during pandemic covid-19 in learning English.

Figure 4.2 The students' rate frequency score in term of psychological factor in learning English
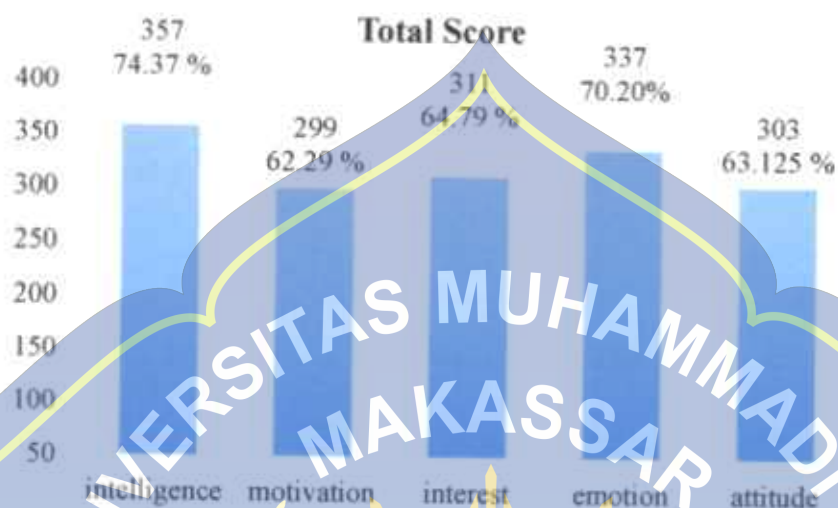
2. The analysis of the data collected through interview

Interview used to get answers which will later be used to strengthen the statements that have been answered by students. interviews conducted using recording as media . Interview adopted from Source (Rahmawati, 2015) use Indonesian language to ask the respondent to make easier to answer the question about learning fom home policy during pandemic covid-19 to know the students'opinion about learning fom home policy during pandemic covid-19. In this research, the researcher use open-ended interview, where there are 5 question and the researcher choose 3 students as respondents and then students' recording were analyze to transcribed written into sentence.

According resume the result of interview from Respondent 1 state that :

> *"I think learning from home is not effective because several students doesn't have kuota to access the internet, provides the material but it's not according to the schedule and other side, there are also another lesson, burden of assignment but the time is short to complete them, I also difficult to understand the material so that it can make difficult in the learning process since learning from home during pandemic covid-19. If I can choose, I'm better choose learning face to face compare leaning from home".*

According resume the result of interview from Respondent 2 state that said :

> *"I think learning from home policy is less effective because sometimes network is not stable, we can not interact with friends, I don't have money to buy kuota so that it difficult in the learning process, while learning from home, and my obstacle in learning is sometimes in network is bad in my home that's way I prefer learning face to face".*

According resume the result of interview from Respondent 3 state that :

> *" Learning from home is not effective because network is not stable and I feel bored. I like learning face to face compare learning from home because if I don't have kuota, I still learn and also I don't understand the material that given by teacher so I don't like learning from home process ".*

As the result of interview to the students, the researcher conclude that most of students get opinion that learning from home policy is not effective because the student get some obstacle in the learning consist of the student doesn't have kuota to access the internet, doesn't understand about the material that given by the teacher without detail explanation, limit to access the internet because bad network, can not directly interaction with teacher or friends, many assignment, feel bored and stress that affect their psychological condition and they prefer to learn face to face.

B. DISCUSSION

In this part, the researcher discusses her findings that obtained distributed questionnaire to 30 students of XII MIA 6 Class at SMAN 3 Gowa as sample of this researc that consist of 5 aspect about psychological factor in learning from home and obtained from interview as support the data that consist 5 question and choose 3 respondents.

1. Students' intelligence in learning English from home during pandemic

Based on the result, the data obtained in the questionnaire show the highest frequency with a percentage of 74.37% agree with the questionnaire. The data shown that the students agree that learning from home policy has hight negative impact for their intelligence in learning English while learning from home they are difficult to understand the material, they don't have new way effective to complete english task, they don't remember the material that have been convey by the teacher and they can not concentrate in learning English while learning from policy during pandemic covid-19. It can be seen from the high percentage. So, it can conclude that learning from home policy has high negative impact on students' intelligence in learning English.

This research also supported other research. According to Erni (2021) in his research entitled *The Impact of the Applcation of online Learning for students (Case study of students of the Teacher Training and Education Faculty Muhammadiyah University of Makassar.* The finding show that the impact of the application of online learning for students is divided into two, namely positive and negative impact. It's positive impact is that it can be implemented anywhere and

anytime, students can easily review the material that has been taught, save time and so on. The negative impact is difficulty understanding the subject matter, students are not serious about learning, lack of focus and so on.

2. Students' motivation in learning English from home during pandemic

Based on the result, the data obtained in the questionnare show the highest frequency with a percentage of 62.29 % agree with the questionnaire. The data shown that the students agree that learning from home policy has hight negative impact for their motivation in learning English while learning from home , they are indifferent to learning English, method of learning process doesn't suitable for them, they don't satisfy with the value that they get and also they are not sure can successful in learning English while learning from home during pandemic covid-19. It can be seen from the high percentage. So, it can conclude that learning from home policy has high negative impact on students' motivation in learning English.

This research supported by the other research. According to (Zaitun, 2021) in his research entitled *The Impact of Online Learning on The Learning Motivation of Junior High School*. The findings show that The impact of online learning on student learning motivation tends to be negative due to the unpreparedness of various parties, including teachers, parents, students, and schools. Early adolescents who need direct guidance, direction, and motivation must lose control due to reduced direct interaction with the teacher. The monotonous implementation of online learning, lack of direction and supervision, pressure for students to study from home, and low teacher

innovation are the main causes of decreased learning motivation due to online learning.

3. Students' interest in Learning English From Home During Pandemic

Based on the result, the data obtained in the questionnare show the highest frequency with a percentage of 64.79 % agree with the questionnaire. The data shown that the students agree that learning from home policy has hight negative I mpact for their interest in learning English while learning from home , they don't like learning while learning from home, they don't spirit in learning English while learning from home, they have little attention to the teachers' explanation and they don't express opinion or discuss in learning English while learning from home during pandemic covid-19. It can be seen from the high percentage. So, it can conclude that learning from home policy has high negative impact on students' interest in learning English.

This research supported by the other research. According to Setiana, (2021) in her research entitled " *The Students Interest in Online Learning in Higher Education During the Covid-19Pandemic* the study findings students prefer classroom learning compared to online learning in terms of student attendance, interaction of lecturer-students, and technical in learning. Online learning tends to reduce student interest in attending lectures. Limitations of internet access, lecturer delivery methods and the amount of workloads are factors causing the decline in student interest.

4. Students' emotion in Learning English From Home During Pandemic

Based on the result, the data obtained in the questionnare show the highest frequency with a percentage of 70.20 % agree with the questionnaire. The data shown that the students agree that learning from home policy has hight negative impact for their emotion in learning English while learning from home , they are unhappy learning English while learning from home, they are anxiety learning English because the unstable network and they feel bored learning English while learning from home during pandemic covid-19 because they can not interaction directly. It can be seen from the high percentage. So, it can conclude that learning from home policy has high negative impact on students' emotion in learning English.

This research supported by the other research , Irawan (2021) with the title " Psycholigical impact of students on online learning during the pandemic covid-19". The result of this research show that student was bored with online learning after two weeks of learning from home considerable anxiety on research subject whose parents have low income because they have to buy quota to be able to participate in online learning and mood change occur due too many assignment and are considere ineffective by student.

5. Students' attitude in Learning English From Home During Pandemic

Based on the result, the data obtained in the questionnare show the highest frequency with a percentage of 63.125 % agree with the questionnaire. The data shown that the students agree that learning from home policy has hight negative impact for their attitude in learning English while learning from home consist of

they are not enthusiastic learning English while learning from home, they are passive in discussing with friends or teacher in learning from home, they are not on time to do English task while learning from home and they are lazy to repeat the material in learning English while learning from home during pandemic covid-19. It can be seen from the high percentage. So, it can conclude that learning from home policy has high negative impact on students' attitude in learning English.

This research supported by other research. According to Mahyadien, (2020) with the tittle *Analisi dampak Pembelajaran daring bagi pelajar dalam membentuk keaktifan belajar di Padukuhan Milangi Sawahan, Nagotirto, Gamping, Sleman.* The result show that implementation of online learning at Padukuhan Milangi Sawahan, the tsudents learning activeness did not increase, student did not like learning that was done online. This made students become inactive, student depended a lot on their parents, students preferred direct learning in the class. Make this online learning students become bored.

Based on the result above, it can be conclude that with the COVID-19 pandemic has an negative impact on students' psychologycal factor which is of anxiety, lack of interest in learning, feelings of boredom, student become unable to concentrate, lazy to repeat the material that have been given by the teacher and unenthusiastic students participating in online learning. This is because the difficulty of learning in the pandemic outbreak, it is considered ineffective, given material by teacher without detail explanation, burden of assignment but the time available is short and also there is no handphone or kuota to access the

internet. On the other hand, self-isolate at home, and to maintain social distance makes it difficult for students to carry out social interactions. As a result, students become passive, and if this is done for a long time students will become anti-social. It might be a lack of knowledge gained.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research is aim to find out the negative impact of students' psychological factor in learning from home policy during pandemic covid-19 in learning English . Based on the analysis of the data, and the discussion in the previous chapter, the conclusion can be describe that students' psychological factor in learning from home policy during pandemic covid-19 in Learning English has high negative impact. The research found that students' psychological factor in learning from home policy during pandemic covid-19 in learning English has negative impact. This can be seen from high impact percentage of the data based on questionnaire related 5 aspect of students' psychological factor in learning English. Aspect Intelligence with a percentage 74.37%, aspect motivation with a percentage 62.29%, aspect Interest with a percentage 64.79%, aspect emotion with a percentage 70.20 % and aspect attitude with a percentage 63.125%. From the output of questionnaire, most of student choose agree with the statement. From the output of interview student state that learning from home policy is not effective. (1) they difficult in the learning process because they don't have kuota to access the internet, (2)they can not interact directly, (3)the network is not stable, (4)difficult to understand the material, (5)burden of assignment and (5)they prefer learning face to face compare learning from home process. As a result it could conclude that students'

psychological factor in learning from home policy during pandemic covid-19 in learning English has high negative impact.

B. SUGGESTION

Based on the finding, the researcher tries to give some suggestion after finishing this study, the suggestion are list below :

1. For Teacher

Learning will be effective if there is interaction between teacher and student. Teacher should pay more attention on teaching and learning process from home during pandemic covid-19. Therefore, the teacher should be find solution to overcome students problem in learning from home. Learning will also be effective if teacher understand the character of her student so that teacher can create learning method relevant on students' psychological condition. In addition, assignment may be given to students, but must be appropriate and varied portions.

2. For Students

Students can ask the teacher if encounter difficulties while learning from home during pandemic. Students can ask if don't understand about the material that given by the teacher.

3. For other researcher

The other researcher can use of online media specifically with different method of the research and can focus to know whether learning media is effective use in learning from home process the other researcher also related to skill in learning English.

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APPENDICES

APPENDIX 1

(Instrument Questionnaire and interview)

QUESTIONNAIRE OF RESEARCH

Name :

Class :

Instructions for Filling the Questionnaire (Petunjuk Pengisian Kuesioner)

- Read the question carefully .
  (Bacalah pertanyaan dengan baik dan teliti.)
- Please respectfully fill out and answer all the questions that exist and are correct.
  (Mohon dengan hormat untuk mengisi dan menjawab seluruh pertanyaan yang ada dan benar).
- Fill in the blanks with the correct answer.
  (Isilah titik-titik yang tersedia dengan jawaban yang benar).
- Choose the answer that you think is the most appropriate
  (Pilihlah salah satu jawaban yang menurut anda anggap paling tepat) .
- Put a check mark (√) in the following column about the condition that best suits you.
  (Berikan tanda centang (√) pada kolom berikut tentang kondisi paling sesuai dengan yang anda rasakan).

Description :

SA : Strongly Agree (Sangat Setuju)

A : Agree (Setuju)

DS : Disagree (Kurang Setuju)

SDS : Strongly Disagree (Tidak Setuju).

QUESTIONNAIRE OF SCALE STUDENTS' PSYCHOLOGICAL FACTOR QUESTIONNAIRE IN LEARNING ENGLISH

	Students' Intelligence in learning English From Home During Pandemic	SA	A	DS	SDS
1.	I'm difficult to understand the material in Learning English while learning from home process during pandemic . (Saya kesulitan dalam memahami materi pembelajaran bahasa inggris selama proses belajar dari rumah (Daring) saat pandemi).				
2.	I don't find new effective way to complete every English assignment to the maximum while learning from home during the pandemic. (Saya tidak menemukan cara cara baru yang lebih efektif untuk menyelesaikan setiap tugas bahasa inggris dengan maksimal selama belajar dari rumah (Daring) saat pandemi).				
3.	I don't remember English material that have been convey by the teacher while learning from home during the pandemic. (Saya tidak mengingat materi bahasa inggris yang sudah di sampaikan oleh guru selama belajar dari rumah (Daring) saat pandemi).				
4.	I can't concentrate in learning English while learning from home during the pandemic. (Saya tidak bisa konsentrasi belajar bahasa inggris selama belajar dari rumah (Daring) saat pandemi).				
	Students' Motivation in Learning English From Home During Pandemic	SA	A	DS	SDS
5.	I'm indifferent to join learning English while learning from				

			SA	A	DS	SDS
	home during the pandemic. *(Saya cuek mengikuti pembelajaran bahasa inggris selama belajar dari rumah (Daring) saat pandemi).*					
6.	I think the implementation of method in learning English while learning from home during the pandemic is not suitable for me. *(Saya merasa penerapan metode pembelajaran bahasa inggris selama belajar dari rumah (Daring) saat pandemi tidak cocok dengan saya).*					
7.	I'm not sure that I will be successful in learning English while learning from home during the pandemic. *(Saya tidak yakin bahwa saya akan berhasil dalam pembelajaran bahasa inggris selama belajar dari rumah (Daring) saat pandemi).*					
8.	I'm not satisfy with the value that I get in learning English while learning from home during the pandemic. *(Saya tidak puas dengan nilai yang di peroleh pada pembelajaran bahasa inggris selama belajar dari rumah (Daring) saat pandemi).*					
	Students' Interest in learning English from Home During Pandemic		SA	A	DS	SDS
9.	I don't like learning English while learning from home during the pandemic. *(Saya tidak senang belajar bahasa inggris selama belajar dari rumah (Daring) saat pandemi).*					
10.	I'm not spirit in learning English while learning from home during the pandemic. *(Saya tidak semangat belajar Bahasa inggris selama belajar dari rumah saat pandemi).*					
11.	I paid little attention to the teachers' explanation in learning					

			SS	S	KS	TS
	English while learning from home during the pandemic. *(Saya kurang memperhatikan penjelasan guru dalam pembelajaran Bahasa inggris selama belajar dari rumah (Daring) saat pandemi).*					
12.	I don't express opinion and discuss in learning English while learning from home during the pandemic. *(Saya tidak mengeluarkan pendapat dan berdiskusi dalam pembelajaran bahasa inggris selama belajar dari rumah (Daring) saat pandemi).*					
	Students' Emotion in learning English from Home During pandemic		SS	S	KS	TS
13.	I feel anxiety in learning English while learning from home during pandemic because of network is not stable. *(Saya merasa cemas mengikuti pembelajaran bahasa inggris selama belajar dari rumah (Daring) saat pandemi karena jaringan yang tidak stabil).*					
14.	I'm unhappy learning English while learning from home during pandemic. *(Saya tidak senang belajar Bahasa inggris dari rumah (Daring) saat pandemi).*					
15.	I feel that assignment of English is more while learning from home during pandemic compare learning face to face. *(saya merasa tugas pembelajaran bahasa inggris lebih banyak selama belajar dari rumah (Daring) saat pandemi di bandingkan dengan belajar tatap muka.).*					
16.	I feel bored in learning English while learning from home during pandemic because I can not interact directly with friends and teacher. *(Saya merasa bosan belajar bahasa inggris dari rumah (Daring) saat pandemi karena tidak bisa berinteraksi*					

	langsung dengan guru dan teman).				
	Students' attitude in learning English From Home During Pandemic	SA	A	DS	SDS
17.	I'm not enthuastic in learning English while learning from home during pandemic . *(Saya tidak antusias belajar bahasa inggris dari rumah (Daring) saat pandemic).*				
18.	I'm passive discussion with friends or teacher in learning English while learning from home during pandemic. *(Saya pasif berdiskusi dengan teman atau guru dalam pembelajaran bahasa inggris selama belajar dari rumah (Daring) saat pandemic).*				
19.	I'm not on time to do assignment of English while learning from home during pandemic. *(Saya mengerjakan tugas bahasa inggris tidak tepat waktu selama belajar dari rumah (Daring) saat pandemic).*				
20.	I'm lazy to repeat English material while learning from home during pandemic. *(Saya malas mengulang materi pembelajaran bahasa inggris selama belajar dari rumah (Daring) saat pandemic).*				

Adopted from some sources : aspect of intelligence according to (Slameto, 2010),

Motivation in learning according to Putri, (2021), Interest in learning according to

(Fitriana, 2018) , Emotion in learning according to Pekrun, (2011) and attitude in

learning according to (Abidin, 2012).

INTERVIEW

No	Question
1.	Do you think learning from home policy is effective ? *(Menurut anda apakah kebijakan belajar dari rumah (Daring) efektif ?).*
2.	Do you like learning from home or learning face to face ? *(Apakah anda lebih senang belajar dari rumah (Daring) atau belajar tatap muka ?).*
3.	Do you find difficult in learning from home during pandemic ? *(Apakah anda merasa kesulitan selama belajar dari rumah (Daring) saat pandemi ?)*
4.	What obstacles did you experience while learning from home during pandemic ? *(Kendala apa yang anda alami selama belajar dari rumah (Daring) saat pandemi ?).*
5.	Do you feel burdened by learning from home during pandemic ? *(Apakah anda merasa terbebani belajar dari rumah (dering) saat pandemic ?)*

Source : Adopted from (Rahmawati, 2015)

APPENDIX 2

(The result of Questionnaire and interview   )

TABULATION OF THE DATA

RESPONDEN	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	X15	X16	X17	X18	X19	X20	TOTAL
R1	4	3	3	3	3	3												3	3	3	59
R2	4	3	3	4	3													3	3	3	53
R3	4	3	4	4	2													3	1	1	64
R4	4	3	3	3	1													2	3	3	58
R5	4	4	3	2	2													2	2	2	59
R6	3	3	3	2	1													2	4	3	51
R7	4	3	2	4	1													2	4	4	56
R8	4	4	4	2	2													2	1	2	62
R9	2	3	2	2	2													3	3	3	42
R10	3	3	2	2	1													2	2	3	51
R11	4	4	4	4	3													2	2	2	52
R12	2	3	3	4	2													3	2	1	55
R13	3	3	2	3	3													3	3	3	56
R14	3	2	3	2	2													3	4	4	59
R15	4	3	3	3	1													2	3	3	59
R16	3	2	2	2	2													3	2	3	55
R17	3	4	4	4	3													3	3	2	51
R18	4	3	3	2	2													2	2	2	53
R19	3	3	2	2	3													2	3	3	55
R20	3	2	2	1	1													2	2	1	33
R21	3	3	3	3	2													3	3	3	58
R22	3	3	3	2	3													3	2	2	55
R23	3	3	2	3	3													3	3	3	52
R24	2	1	3	3	2													3	3	2	50
R25	2	3	3	4	1													3	2	2	49
R26	2	1	2	2	1													2	1	1	32
R27	3	2	2	2	3													3	3	2	52
R28	4	3	3	3	2													3	3	3	60
R29	3	3	3	3	3													3	3	3	56
R30	3	3	2	3	3													3	4	3	60
Total																					1607

KET:
Intelligence = 357
Motivation = 299
Interest = 311
Emotion = 337
Attitude = 303

QUESTIONNAIRE OF RESEARCH

Name : NABILA Briley

Class : XII MIA 6

Instructions for Filling the Questionnaire (Petunjuk Pengisian Kuesioner)

- Read the question carefully
  (Bacalah pertanyaan dengan baik dan teliti)
- Really, especially fill out and answer all the questions that exist and are correct
  (Mohon dengan penuh untuk mengisi dan menjawab seluruh pertanyaan yang ada dan benar)
- Fill in the blanks with the correct answer
  (Isilah titik-titik yang tersedia dengan jawaban yang benar)
- Choose the answer that you think is the most appropriate
  (Pililah salah satu jawaban yang menurut anda anggap paling tepat)
- Put a check mark (√) in the following column about the condition that best suits you
  (Berikan tanda centang (√) pada kolom berikut tentang kondisi paling sesuai dengan yang anda rasakan)

Description :

SA : Strongly Agree (Sangat Setuju)

A : Agree (Setuju)

DS : Disagree (Kurang Setuju)

SDS : Strongly Disagree (Tidak Setuju).

QUESTIONNAIRE OF SCALE STUDENTS' PSYCHOLOGICAL
FACTOR QUESTIONNAIRE IN LEARNING ENGLISH

	Students' Intelligence in learning English From Home During Pandemic	SA	A	DS	SDS
1	I'm difficult to understand the material in learning English while learning from home process during pandemic. *(Saya kesulitan dalam memahami materi pembelajaran bahasa inggris selama proses belajar dari rumah (Daring) saat pandemi.)*				
2	I feel less effective was to complete every assignment to the maximum while learning from home during the pandemic. *(Saya merasa kurang efektif untuk menyelesaikan setiap tugas bahasa inggris dengan maksimal selama belajar dari rumah (Daring) saat pandemi.)*				
3	I don't remember English material that have been conveyed by the teacher while learning from home during the pandemic. *(Saya tidak mengingat materi bahasa inggris yang telah di sampaikan oleh guru selama belajar dari rumah (Daring) saat pandemi.)*				
4	I can't concentrate in learning English while learning from home during the pandemic. *(Saya tidak bisa konsentrasi dalam belajar bahasa inggris selama belajar dari rumah (Daring) saat pandemi.)*				

	Students' Motivation in Learning English From Home During Pandemic	SA	A	DS	SDS
5	I'm indifferent to join learning English while learning from home during the pandemic. *(Saya cuek untuk ikut belajar bahasa inggris selama belajar dari rumah (Daring) saat pandemi.)*				
6	I think the implementation of method in learning English while learning from home during the pandemic is not suitable for me.				

	(Saya merasa penerapan metode pembelajaran bahasa inggris selama belajar dari rumah (Daring) saat pandemi tidak cocok dengan saya)			
7	I'm not sure that I will be successful in learning English while learning from home during the pandemic.			
	(Saya tidak yakin bahwa saya akan berhasil dalam pembelajaran bahasa inggris selama belajar dari rumah (Daring) saat pandemi)			
8	I'm not satisfy with the value that I get in learning English while learning from home during the pandemic			
	(Saya tidak puas dengan nilai yang di peroleh pada pembelajaran bahasa inggris selama belajar dari rumah (Daring) saat pandemi)			

Students' Interest in learning English from Home During Pandemic	SA	S	DS	SDS
9	I don't like learning English while learning from home during the pandemic.			
	(Saya tidak senang belajar bahasa inggris selama belajar dari rumah (Daring) saat pandemi)			
10	I'm not spirit in learning English while learning from home during the pandemic			
	(Saya tidak semangat belajar bahasa inggris selama belajar dari rumah saat pandemi)			
11	I paid little attention to the teachers' explanation in learning English while learning from home during the pandemic.			
	(Saya kurang memperhatikan penjelasan guru dalam pembelajaran bahasa inggris selama belajar dari rumah (Daring) saat pandemi)			
12	I don't express opinion and discuss in learning English while learning from home during the pandemic.			
	(Saya tidak menyatakan pendapat dan berdiskusi dalam pembelajaran bahasa inggris selama belajar dari rumah (Daring) saat pandemi)			

Students' Emotion in learning English from Home During pandemic	SS	S	KS	TS
13	I feel anxiety in learning English while learning from home during pandemic because of network is not stable			

p. Saya merasa cemas mengikuti pembelajaran bahasa inggris selama belajar dari rumah (Daring) saat pandemi karena jaringan yang tidak stabil.

14. I'm unhappy learning English while learning from home during pandemic.

: Saya tidak senang belajar bahasa inggris dari rumah (Daring) saat pandemi.

15. I feel that assignment of English is more while learning from home during pandemic compare learning face to face.

: saya merasa tugas pembelajaran bahasa inggris lebih banyak selama belajar dari rumah (Daring) saat pandemi dibandingkan dengan belajar tatap muka.

16. I feel bored in learning English while learning from home during pandemic because I can not interact with the teacher.

: Saya merasa bosan belajar bahasa inggris dari rumah (Daring) saat pandemi karena tidak bisa berinteraksi langsung dengan guru dan teman.

Students' attitude in learning English From Home During Pandemic	SA	A	DS	SDS

17. I am enthusiastic to learn English while learning from home during pandemic.

: Saya tidak antusias belajar bahasa inggris dari rumah (Daring) saat pandemi.

18. I'm passive discussion with friends or teacher in learning English while learning from home during pandemic.

: Saya pasif berdiskusi dengan teman atau guru dalam pembelajaran bahasa inggris selama belajar dari rumah (Daring) saat pandemi.

19. I'm not on time to do assignment of English while learning from home during pandemic.

: Saya mengerjakan tugas bahasa inggris tidak tepat waktu selama belajar dari rumah (Daring) saat pandemi.

20. I'm easy to repeat English material while learning from home during pandemic.

: Saya mudah mengulang materi pembelajaran bahasa inggris selama belajar dari rumah (Daring) saat pandemi.

2

QUESTIONNAIRE OF RESEARCH

Name : Nasriya Nuraalya M S

Class :

Instructions for Filling the Questionnaire (Petunjuk Pengisian Kuesioner)

- Read the question carefully
  (Bacalah pertanyaan dengan baik dan teliti)

- Please respectfully fill in and answer all the questions that exist and are correct
  (Mohon dengan hormat untuk mengisi dan menjawab seluruh pertanyaan yang ada dan benar)

- Fill in the blanks with the correct answer
  (Isilah titik-titik yang tersedia dengan jawaban yang benar)

- Choose the answer that you think is the most appropriate
  (Pilihlah salah satu jawaban yang menurut anda anggap paling tepat)

- Put a check mark (√) in the following column about the condition that best suits you
  (Berikan tanda centang (√) pada kolom berikut tentang kondisi yang paling sesuai dengan yang anda alami)

Description :

SA : Strongly Agree (Sangat Setuju)

A : Agree (Setuju)

DS : Disagree (Kurang Setuju)

SDS : Strongly Disagree (Tidak Setuju)

QUESTIONNAIRE OF SCALE STUDENTS' PSYCHOLOGICAL
FACTOR QUESTIONNAIRE IN LEARNING ENGLISH

	Students' Intelligence in learning English From Home During Pandemic	SA	A	DS	SDS
1	I'm difficult to understand the material in Learning English while learning from home process during pandemic. (Saya kesulitan dalam memahami materi pembelajaran bahasa inggris selama proses belajar dari rumah (Daring) saat pandemi)				
2	I don't find new effective way to complete every English assignment to the maximum while learning from home during the pandemic. (Saya tidak menemukan cara baru bisa yang lebih efektif untuk menyelesaikan setiap tugas bahasa inggris dengan maksimal selama belajar dari rumah (Daring) saat pandemi)				
3	I don't remember English material that have been convey by the teacher while learning from home during the pandemic (Saya tidak mengingat materi bahasa inggris yang sudah di sampaikan oleh guru selama belajar dari rumah (Daring) saat pandemi)				
4	I can't concentrate in learning English while learning from home during the pandemic. (Saya tidak bisa menentrasi belajar bahasa inggris selama belajar dari rumah (Daring) saat pandemi)				

	Students' Motivation in Learning English From Home During Pandemic	SA	A	DS	SDS
5	I'm indifferent to join learning English while learning from home during the pandemic. (Saya cuek mengikuti pembelajaran bahasa inggris selama belajar dari rumah (Daring) saat pandemi)				
6	I think the implementation of method in learning English while learning from home during the pandemic is not suitable for me				

	/ Saya merasa penerapan metode pembelajaran bahasa inggris selama belajar dari rumah (Daring) saat pandemi tidak cocok dengan saya.)				
7	I'm not sure that I will be successful in learning English while learning from home during the pandemic.				
	(Saya tidak yakin bahwa saya akan berhasil dalam pembelajaran bahasa inggris selama belajar dari rumah (Daring) saat pandemi)			✓	
8	I'm not satisfy with the value that I get in learning English while learning from home during the pandemic.				
	(Saya tidak puas dengan nilai yang di peroleh pada pembelajaran bahasa inggris selama belajar dari rumah (Daring) saat pandemi)				

Students' Interest in learning English from Home During Pandemic	SS	A	DS	SDS
9	I don't like learning English while learning from home during the pandemic. (Saya tidak senang belajar bahasa inggris selama belajar dari rumah (Daring) saat pandemi)				
10	I'm not quiet in learning English while learning from home during the pandemic. (Saya tidak senang belajar bahasa inggris selama belajar dari rumah (Daring) saat pandemi)			✓	
11	I paid little attention to the teachers' explanation in learning English while learning from home during the pandemic. (Saya kurang memperhatikan penjelasan guru dalam pembelajaran bahasa inggris selama belajar dari rumah (Daring) saat pandemi)				
12	I don't express opinion and discuss in learning English while learning from home during the pandemic. (Saya tidak mengemukakan pendapat dan berdiskusi dalam pembelajaran bahasa inggris selama belajar dari rumah (Daring) saat pandemi)				

Students' Emotion in learning English from Home During pandemic	SS	S	KS	TS
13	I feel anxiety in learning English while learning from home during pandemic, because of network is not stable			✓	

p. *Saya merasa cemas mengikuti pembelajaran bahasa inggris selama belajar dari rumah (Daring) saat pandemi karena jaringan yang tidak stabil (*

14. I'm unhappy learning English while learning from home during pandemic

Saya tidak senang belajar bahasa inggris dari rumah (Daring) saat pandemi (

15. I feel that assignment of English is more while learning from home during pandemic compare learning face to face

Saya merasa tugas pembelajaran bahasa inggris lebih banyak selama belajar dari rumah (Daring) saat pandemi di bandingkan belajar tatap muka (

16. I feel bored in learning English while learning from home during pandemic because I can interact directly with friends and teacher

Saya merasa bosan belajar bahasa inggris dari rumah (Daring) saat pandemi karena tidak bisa berinteraksi langsung dengan guru dan teman

Students' attitude in learning English From Home During Pandemic	SA	A	DS	SDS
I'm not enthusiast in learning English while learning from home during pandemic			✓	
Saya tidak semangat belajar bahasa inggris dari rumah (Daring) saat pandemi				
I'm passive discussion with friends or teacher in learning English while learning from home during pandemic			✓	
Saya pasif berdiskusi dengan teman atau guru dalam pembelajaran bahasa inggris selama belajar dari rumah (Daring) saat pandemi				
I'm not in time to do assignment of English while learning from home during pandemic			✓	
Saya mengerjakan tugas bahasa inggris tidak tepat waktu selama belajar dari rumah (Daring) saat pandemi (				
I'm lazy to repeat English material while learning from home during pandemic			✓	
Saya malas mengulang materi pembelajaran bahasa inggris selama belajar dari rumah (Daring) saat pandemi (				

3

QUESTIONNAIRE OF RESEARCH

Name : Nabila Bughari

Class :

Instructions for Filling the Questionnaire (Petunjuk Pengisian Kuesioner)

- Read the question carefully
  (Bacalah pertanyaan dengan baik dan teliti)
- Please respectfully fill out and answer all the questions that exist and are correct
  (Mohon dengan hormat untuk mengisi dan menjawab seluruh pertanyaan yang ada dan benar)
- Fill in the blanks with the correct answer
  (Isilah titik- titik kosong tersebut dengan jawaban yang benar)
- Choose the answer that you think is the most appropriate
  (Pilihlah salah satu jawaban yang menurut anda dianggap paling tepat)
- Put a check mark (√) in the following column about the condition that best suits you
  (Berikan tanda centang (√) pada kolom berikut tentang kondisi paling sesuai dengan yang anda rasakan)

Description :

SA : Strongly Agree (Sangat Setuju)

A : Agree (Setuju)

DS : Disagree (Kurang Setuju)

SDS : Strongly Disagree (Tidak Setuju)

3.

QUESTIONNAIRE OF SCALE STUDENTS' PSYCHOLOGICAL FACTOR QUESTIONNAIRE IN LEARNING ENGLISH

	Students' Intelligence in learning English From Home During Pandemic	SA	A	DS	SDS
1.	I'm difficult to understand the material in Learning English while learning from home process during pandemic. (Saya kesulitan dalam memahami materi pembelajaran bahasa inggris selama proses belajar dari rumah (Daring) saat pandemi.	✓			
2.	I don't find new effective way to complete every English assignment to the maximum while learning from home during the pandemic. (Saya tidak menemukan cara cara baru yang lebih efektif untuk menyelesaikan setiap tugas bahasa inggris dengan maksimal selama belajar dari rumah (Daring) saat pandemi).		✓		
3.	I don't remember English material that have been convey by the teacher while learning from home during the pandemic. (Saya tidak mengingat materi bahasa inggris yang sudah di sampaikan oleh guru selama belajar dari rumah (Daring) saat pandemi).		✓		
4.	I can't concentrate in learning English while learning from home during the pandemic. (Saya tidak bisa konsentrasi belajar bahasa inggris selama belajar dari rumah (Daring) saat pandemi).		✓		
	Students' Motivation in Learning English From Home During Pandemic	SA	A	DS	SDS
5.	I'm indifferent to join learning English while learning from home during the pandemic. (Saya cuek mengikuti pembelajaran bahasa inggris selama belajar dari rumah (Daring) saat pandemi).			✓	
6.	I think the implementation of method in learning English while learning from home during the pandemic is not suitable for me.		✓		

		SA	A	DS	SDS
	(Saya merasa penerapan metode pembelajaran bahasa inggris selama belajar dari rumah (Daring) saat pandemi tidak cocok dengan saya).				
7	I'm not sure that I will be successful in learning English while learning from home during the pandemic. (Saya tidak yakin bahwa saya akan berhasil dalam pembelajaran bahasa inggris selama belajar dari rumah (Daring) saat pandemi).	✓			
8	I'm not satisfy with the value that I get in learning English while learning from home during the pandemic. (Saya tidak puas dengan nilai yang di peroleh pada pembelajaran bahasa inggris selama belajar dari rumah (Daring) saat pandemi)		✓		

	Students' Interest in learning English from Home During Pandemic	SA	A	DS	SDS
9	I don't like learning English while learning from home during the pandemic. (Saya tidak senang belajar bahasa inggris selama belajar dari rumah (Daring) saat pandemi).		✓		
10	I'm not spirit in learning English while learning from home during the pandemic. (Saya tidak semangat belajar Bahasa inggris selama belajar dari rumah saat pandemi).		✓		
11	I paid little attention to the teachers' explanation in learning English while learning from home during the pandemic. (Saya kurang memperhatikan penjelasan guru dalam Pembelajaran Bahasa inggris selama belajar dari rumah (Daring) saat pandemi).		✓		
	I don't express opinion and discuss in learning English while learning from home during the pandemic. (Saya tidak menyebarkan pendapat dan berdiskusi dalam pembelajaran bahasa inggris selama belajar dari rumah (Daring) saat pandemi)		✓		

	Students' Emotion in learning English from Home During pandemic	SS	S	KS	TS
13	I feel anxiety in learning English while learning from home during pandemic because of network is not stable.		✓		

		SA	A	DS	SDS
	p(*Saya merasa cemas mengikuti pembelajaran bahasa inggris selama belajar dari rumah (Daring) saat pandemi karena jaringan yang tidak stabil*).				
14.	I'm unhappy learning English while learning from home during pandemic. (*Saya tidak senang belajar Bahasa inggris dari rumah (Daring) saat pandemi*).		✓		
15.	I feel that assignment of English is more while learning from home during pandemic compare learning face to face. (*saya merasa tugas pembelajaran bahasa inggris lebih banyak selama belajar dari rumah (Daring) saat pandemi di bandingkan dengan belajar tatap muka*).			✓	
16.	I feel bored in learning English while learning from home during pandemic because I can not interact directly with friends and teacher. (*Saya merasa bosan belajar bahasa inggris dari rumah (Daring) saat pandemi karena tidak bisa berinteraksi langsung dengan guru dan teman*).		✓		
	Students' attitude in learning English From Home During Pandemic	SA	A	DS	SDS
17.	I'm not enthusiastic in learning English while learning from home during pandemic. (*Saya tidak antusias belajar bahasa inggris dari rumah (Daring) saat pandemic*).			✓	
18.	I'm passive discussion with friends or teacher in learning English while learning from home during pandemic. (*Saya pasif berdiskusi dengan teman atau guru dalam pembelajaran bahasa inggris selama belajar dari rumah (Daring) saat pandemi*).				
19.	I'm not on time to do assignment of English while learning from home during pandemic. (*Saya mengerjakan tugas bahasa inggris tidak tepat waktu selama belajar dari rumah (Daring) saat pandemic*).		✓		
20.	I'm lazy to repeat English material while learning from home during pandemic. (*Saya malas mengulang materi pembelajaran bahasa inggris selama belajar dari rumah (Daring) saat pandemic*).		✓		

Day/date : Tuesday, 11 January 2022

Time   : 09.30

Location : SMAN 3 Gowa

Name : Nurhandayani as Respondent 1

Researcher	Do you think learning from home policy is effective ?
Respondent	I think it's not effective
Researcher	Why ? can you give me detail reason
Respondent	Because several student does not have quota to acces the internet that's why it can make student difficult in learning process
Researcher	Do you like learning from home or learning face to face ?
Respondent	I like learning face to face because I'm more understand about explanation material compare learning from home.
Researcher	Do You Feel Difficult Learning From Home During a Pandemic?
Respondent	Yes I do.
Researcher	What difficulties ?
Respondent	Sometimes we are provided materials but it's not according to the schedule and on the other side there are also other lessons.
Researcherv	What Obstacles Do You Experience While Learning From Home During Pandemic ?
Respondent	I'm difficult to understand explanation by teacher and also sometimes there is link that difficult to access.
Researcher	The last question, Do you feel burdened while studying from home

	during a pandemic
Respondent	I think it is not burden but if I can choose, I Prefer to choose learn face to face.
Researcher	Thank you
Respondent	You are welcome

Name : Nurfadillah as Respondent 2

Researcher	Do you think learning from home policy is effective ?
Respondent	I think it's less effective
Researcher	Why ?
Respondent	Because While learning from home there are some difficulties, one of is problem of network that is not stable.
Researcher	Do you like learning from home or learning face to face ?
Respondent	I like learning face to face because we can interact directly with teacher and friends.
Researcher	Do You Feel Difficult Learning From Home During a Pandemic?
Respondent	Yes I do.
Researcher	What difficulties ?
Respondent	I often having trouble bad network and kuota.
Researcher	What Obstacles Do You Experience While Learning From Home During Pandemic ?
Respondent	The first obstacle is kuota because sometime I don't have money to

	buy quota and the second obstacle is network is error.
Researcher	The last question, Do you feel burdened while studying from home during a pandemic
Respondent	I think Littleburden because like I said just now sometimes there is no kuota and also handphone is error because storage is full.
Researcher	Thank you for your participation.
Respondent	You are welcome .

Name : Rendy Ramadhan as Respondent 3

Researcher	Do you think learning from home policy is effective ?
Respondent	I think it's not effective.
Researcher	Why ?
Respondent	Because network is notstable and I feel bored.
Researcher	Do you like learning from home or learning face to face ?
Respondent	I like learning face to face because eventhough if there is no kuota, we can learn .
Researcher	Do You Feel Difficult Learning From Home During a Pandemic?
Respondent	Yes I do.
Researcher	What difficulties ?
Respondent	First, I don't have money to buy kuota. second, bad network and last I feel bored.
Researcher	What Obstacles Do You Experience While Learning From Home

	During Pandemic ?
Respondent	I think it same answer, bad network, there is no kuota and bored.
Researcher	The last question, Do you feel burdened while studying from home during a pandemic
Respondent	Yes, I do. Because I don't understand the material that given by teacher.
Researcher	Thank you for your participation.
Rspondent	You are welcome

APPENDIX 3

(Documentation)

Students' Filling out the questionnaire

Interview the student

Student of XII MIA 6 class

List of attandance XII MIA 6 Class

School of SMAN 3 Gowa

APPENDIX 4

(LETTERS)

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Nomor   : 8068/FKIP/A.4-II/XII/1443/2021
Lampiran   : 1 (Satu) Lembar
Perihal   : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
Di
    Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah
Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama   : Linda Rajarwati
Stambuk   : 10535306317
Program Studi   : Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir : Talara Ujupe /10-12-1998
Alamat   : Talara Ujupe Desa Pattolanang Kelurahan
                      Kecamatan Bontonompo Kabupaten Gowa

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan Skripsi
dengan judul "Identifying The Impact of Students Psychological Factor in Learning
From Home Policy During Pandemic concerning Learning English at SMAN 3 Gowa"

Demikian pengantar ini kami buat, atas kerjasamanya diucapkan Jazaakumullahu
Khairan Katsiraan.

Wassalamu Alaikum
Warahmatullahi Wabarakatuh

                                    Makassar, 23 Jumadal Ula 1443 H
                                              21 Desember 2021 M
                                    Dekan

                                    Erwin Akib, M.Pd., Ph.D
                                    NBM 860 934

بسم الله الرحمن الرحيم

Nomor	5353/05/C-4-VIII/XII/43/2021	24 Jumadil awal 1443 H
Lamp	1 (satu) Rangkap Proposal	28 December 2021 M
Hal	Permohonan Izin Penelitian	

Kepada Yth.
Bapak Gubernur Prov. Sul-Sel
Cq. Kepala UPT P2T BKPMD Prov. Sul-Sel
di –
        Makassar

السلام عليكم ورحمة الله وبركاته

Berdasarkan Surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 5706/FKIP-A-III/XII/1443/2021 tanggal 27 December 2021 menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama	**LINDA FAJARWATI**
No. Stambuk	**10535 1104317**
Fakultas	**Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan	**Pendidikan Bahasa Inggris**
Pekerjaan	**Mahasiswa**

Bermaksud melaksanakan penelitian pengumpulan data dalam rangka penulisan Skripsi dengan judul:

"Identifying The Impact of Students' Psychological Factor in Learning From Home Policy During Pandemic covid-19 in Learning English at SMAN 3 Gowa"

Yang akan dilaksanakan dari tanggal 29 Desember 2021 s/d 29 Februari 2022.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katsira.

كتب الله منكم العلم ورحمة الله

Ketua LP3M,

Dr. Ir. Abubakar Idhan, MP.
NBM 101 7716

12-01

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Jl. Sultan Alauddin No. 259 Telp 860972 Fax (0411)865588 Makassar 90221 E-mail :lp3muinismuhar.plasa.com

بسم الله الرحمن الرحيم

Nomor : 5353/05/C.4-VIII/XII/43/2021	24 Jumadil awal 1443 H
Lamp : 1 (satu) Rangkap Proposal	28 December 2021 M
Hal : Permohonan Izin Penelitian	

Kepada Yth,
Bapak Gubernur Prov. Sul-Sel
Cq. Kepala UPT P2T BKPMD Prov. Sul-Sel
di –

      Makassar

السلام عليكم ورحمة الله وبركاته

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor 8008/FKIP/A.4-II/XII/1443/2021 tanggal 27 Desember 2021, menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama	: **LINDA PAJARWATI**
No. Stambuk	: **10535 1104317**
Fakultas	: **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan	: **Pendidikan Bahasa Inggris**
Pekerjaan	: **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"Identifying The Impact of Students' Psychological Factor in Learning From Home Policy During Pandemic covid-19 in Learning English at SMAN 3 Gowa"

Yang akan dilaksanakan dari tanggal 29 Desember 2021 s/d 29 Februari 2022

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

السلام عليكم ورحمة الله وبركاته

Ketua LP3M,

Dr.Ir. Abubakar Idhan,MP.
NBM 101 7716

12-21

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN

Nomor : 24908/S.01/PTSP/2021
Lampiran :
Perihal : Izin Penelitian

KepadaYth.
Kepala Dinas Pendidikan Prov. Sulsel

di-
Tempat

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 0360/05/C.4-VIII/XII/43/2021 tanggal 28 Desember 2021 perihal tersebut diatas, mahasiswa/peneliti dibawah ini :

N a m a : LINDA PAJARWATI
Nomor Pokok : 105351104317
Program Studi : Pend. Bahasa Inggris
Pekerjaan/Lembaga : Mahasiswa(S1)
Alamat : Jl. Sultan Alauddin No. 259, Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi, dengan judul :

" IDENTIFYING THE IMPACT OF STUDENTS' PSYCHOLOGYCAL FACTOR IN LEARNING FROM HOME POLICY DURING PANDEMIC COVID-19 IN LEARNING ENGLISH AT SMAN 3 GOWA "

Yang akan dilaksanakan dari : Tgl. 30 Desember 2021 s/d 28 Februari 2022

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Pada tanggal : 30 Desember 2021

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SATU PINTU PROVINSI SULAWESI SELATAN
Selaku Administrator Pelayanan Perizinan Terpadu

Ir. H. DENNY IRAWAN SAARDI, M.SI
Pangkat : Pembina Utama Madya
Nip : 19620624 199303 1 003

Tembusan Yth :
1. Ketua LP3M UNISMUH Makassar di Makassar
2. Pertinggal

SIMAP PTSP 30-12-2021

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 3 GOWA
Jln. Bontonompo Kel Tamallayang Kec. Bontonompo Kab. Gowa Kode Pos 92153

SURAT KETERANGAN PENELITIAN
Nomor : 070/ 257 -SMAN. 3 /GOWA/2022

Yang bertanda tangan dibawah ini Kepala SMA Negeri 3 Gowa Kabupaten Gowa menerangkan bahwa :

NAMA : LINDA PAJARWATI
Nomor Pokok : 105351104317
Program Study : Pend. Bahasa Inggris
Pekerjaan/Lembaga : Mahasiswa (S1)
Alamat : Jl. Slt Alauddin No. 259 Makassar

Telah melakukan penelitian di SMA Negeri 3 Gowa Kab. Gowa dalam rangka penyusunan Skripsi pada tanggal 30 Desember 2021 s/d 28 Februari 2022 dengan judul :

" INDENTIFYING THE OF STUDENTS' PSYCHOLOGYCAL FACTOR IN LEARNING FROM HOME POLICY DURING PANDEMIC COVID-19 INLEARNING ENGLISH AT SMAN 3 GOWA"

Demikian Surat Keterangan Penelitian ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Bontonompo, 12 Januari 2022
Kepala UPT SMA Negeri 3 Gowa

FIRDAUS, S.Pd, M.Pd.
Pangkat : Pembina Tk. I
NIP. 197301121999031007

بِسْــــمِ اللهِ الرَّحْمٰنِ الرَّحِيــمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama   : Linda Pajarwati

NIM   : 105351104317

Program Studi   : Pendidikan Bahasa Inggris

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Makassar, Februari 2022
Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,

Nursinah, S.Hum., M.I.P
NBM. 964 591

بســـــم اللّٰه الرّحمٰن الرّحيـــم

LETTER OF ACCEPTANCE
0434/BG-FKIP/LOA/B/II/1443/2022

Dear LINDA PAJARWATI

It is our pleasure to inform you that, after reviewing your paper:
IDENTIFYING THE IMPACT OF STUDENTS' PSYCHOLOGYCAL FACTOR IN LEARNING FROM HOME POLICY DURING PANDEMIC COVID-19 IN LEARNING ENGLISH AT SMAN 3 GOWA
The manuscript ID: 668
Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **Indonesian Journal of Psycholinguistics**, ISSN (paper) *in process* ISSN (online) *in process*. We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at *ijp@bg.unismuhmakassar.ac.id*

Makassar, 17 February 2022 M
16 Rajab 1443 H

Head of English Education Department
Faculty of Teacher Training and Education

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

| Terakreditasi Institusi
BAN-PT

CURRICULUM VITAE

The researcher, **Linda Pajarwati** was born on December 10th, 1999 in Talamangape, South Sulawesi. She is the second child of the marriage of her parents, Jamaluddin and Hasmira. She Began her education in SDN Borongkanang and graduated in 2011. She continued her study in SMPN 1 Bontonompo Selatan and graduated in 2014, and then she continued her study in SMAN 3 Gowa and graduated 2017. In the same year, she was accepted as a student in English Department Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. She could finish her study in 2022 with the thesis under the title *"Identifying The Impact of Students' Psychological Factor in Learning From Home Policy During Pandemic covid-19 in Learning English at SMAN 3 Gowa".*