THE STUDENTS' MOTIVATION IN LEARNING ENGLISH FROM HOME AT SMA NEGERI 3 LUWU

(*Descriptive Research students' the second grade at SMA Negeri 3 Luwu*)

A THESIS

Submitted to the Faculty of Teacher Training and Education Makassar University in Part Fulfillment of The Requirement for the Degree of Education in English Department

By

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MAKASSAR MUHAMMADIYAH UNIVERSITY
2022

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Day / Date	Chapter	Note	Sign
4-1-2022	–	Make abstract	
	–	you have to differentiate between theory & the result of the record	
	–	add the reference about intrinsic & extrinsic motivation	
	–	Use past tense in chapt 3	
	–	write the citation in bibliography	
	–	Revise your Research Problem	
	–	(See notes)	
12-1-2022	–	Revise the findings & Discussion	
	–	" the instrument (See notes)	
21-1-2022	–	Revise the abstract & findings	
26-1-2022	–	Revise after	

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Day / Date	Chapter	Note	Sign
Kamis, 20 Januari 2022	I-V	Abstract Finding and Discussion Grammatical Error	
Saturday 22, Januari 2022	I-V	Abstract Finding & Discussion Appendices	
Wednesday, 26 Januari 2022	I-V	ACC	

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Dengan ini menyatakan perjanjian sebagai berikut:

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2. Dalam menyusun skripsi, saya akan selalu melakukan konsultasi dengan pembimbing.
3. Saya tidak akan melakukan *penjiplakan* (plagiat) dalam menyusun skripsi ini.
4. Apabila saya melanggar perjanjian saya seperti yang tertera pada butir 1,2 dan 3 maka saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar, 25 januari 2022
Yang Membuat Pernyataan

Afrilia AS

MOTTO

"When you are humiliated, be quiet and prove that you are capable of doing something that they consider low"

-Afrilia AS-

Karena sesungguhnya sesudah kesulitan itu ada kemudahan,
sesungguhnya sesudah kesulitan itu ada kemudahan.
Maka apabila kamu telah selesai (dari sesuatu urusan), kerjakanlah dengan sungguh-sungguh (urusan) yang lain, dan hanya kepada Tuhanmulah hendaknya kamu berharap.
(QS. Al- Insyirah: 5-8)

DEDICATION

In the name of Allah, I dedicate this thesis to:

My beloved parents, Alimuddin and his wife,

My beloved brothers

All of my friends

You are my greatest gift.

Thanks for being my supporting systems.

ABSTRACT

AFRILIA AS. 2021.The Students'Motivation in Learning English From Home at SMA Negeri 3 Luwu. Thesis of the Department of English, Faculty of Teacher Training and Education. University of Muhammadiyah Makassar. **(Supervised by St. Asriati AM and Ariana).**

This study aimed to determine The Students' Motivation in Learning English From Home. The method of this research was the descriptive qualitative method. Data for the research was collected through interviews (semi-structured interviews) with WhatsApp (WA) as a data collection tool

The sample for this research was students of class XI IPA SMA Negeri 3 Luwu. Samples were taken using the purposive sampling technique.

Based on the results of the study, the researchers found that learning English from home makes students tend to be lazy and their learning motivation decreases because it is influenced by extrinsic motivation, such as the environment, teachers, and parents.

In the environment part, conditions at home cause a lot of disturbances when starting the lesson, whether it's the sound of chickens, television, car horns, or the sound of motorcycles that interfere.

In the teacher part, the teacher is an important factor in aspiring for the implementation of these functions by meeting the needs of students. These needs include physiological needs, the need for safety and security, the need to be accepted and loved, the need for self-esteem, and the need for self-realization.

In the parents part, lack of parental attention when studying from home means that learning interest is reduced. Parents who are busy with their work make their children feel neglected. This condition certainly requires parents and families to accompany children, especially in the learning process. The active role of parents and families in children's education, especially during the pandemic, is very important, especially since the role of teachers and educational institutions is more limited in scope. There is a very close and significant relationship between online learning and student learning motivation. Learning motivation was very influential on learning from home.

Keywords: Students' Motivation, Learning English from Home

ABSTRAK

AFRILIA AS. 2021. Motivasi siswa belajar Bahasa Inggris dari Rumah di SMA Neger 3 Luwu. Skripsi Jurusan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muhammadiyah Makassar. (**Dibimbing oleh St. Asriati AM dan Ariana**).

Penelitian ini bertujuan untuk mengetahui motivasi belajar bahasa inggris siswa dari rumah. Metode penelitian ini adalah metode deskriptif kualitatif. Pengumpulan data penelitian dilakukan melalui wawancara (semi-structured interview) dengan WhatsApp (WA) sebagai alat pengumpulan data.

Sampel dalam penelitian ini adalah siswa kelas XI IPA SMA Negeri 3 Luwu. Sampel diambil dengan menggunakan teknik purposive sampling.

Berdasarkan hasil penelitian, peneliti menemukan bahwa pembelajaran bahasa Inggris dari rumah membuat siswa cenderung malas dan motivasi belajarnya menurun karena dipengaruhi motivasi ekstrinsik, seperti lingkungan, guru, dan orang tua.

Pada bagian lingkungan, kondisi di rumah banyak menimbulkan gangguan pada saat memulai pembelajaran, baik itu suara ayam, televisi, klakson mobil, maupun suara sepeda motor yang mengganggu.

Di pihak guru, guru merupakan faktor penting dalam mewujudkan terselenggaranya fungsi-fungsi tersebut dengan memenuhi kebutuhan siswa. Kebutuhan tersebut meliputi kebutuhan fisiologis, kebutuhan akan rasa aman dan nyaman, kebutuhan untuk diterima dan dicintai, kebutuhan akan harga diri, dan kebutuhan akan realisasi diri.

Di pihak orang tua, kurangnya perhatian orang tua saat belajar dari rumah membuat minat belajar berkurang. Orang tua yang sibuk dengan pekerjaannya membuat anak-anaknya merasa diabaikan. Kondisi ini tentunya menuntut orang tua dan keluarga untuk mendampingi anak terutama dalam proses pembelajaran. Peran aktif orang tua dan keluarga dalam pendidikan anak, terutama di masa pandemi, sangat penting, apalagi peran guru dan lembaga pendidikan lebih terbatas cakupannya. Terdapat hubungan yang sangat erat dan signifikan antara pembelajaran online dengan motivasi belajar siswa. Motivasi belajar sangat berpengaruh terhadap pembelajaran dari rumah.

Kata kunci: Motivasi siswa, Belajar bahasa Inggris dari Rumah

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In the name of Allah, Most Gracious, Most Merciful

Alhamdulillahi Robbil Alamiin, the researcher would like to express her high thankfulness to God, Allah SWT, only provider, the most merciful who gives guidance, inspiration, health all the time in conducting this thesis. The researcher also sends Shalawat and Salam to our great prophet Muhammad S.A.W who has brought us from the worst to the peace.

Therefore, the researcher would like to express the greatest thanks to all of those who have given the support, advice, suggestion, and pray for the researcher. the researcher really appreciates beloved parent. They are **Alimuddin** and **Senni** as the lovely mother and father who always love, educate, support, and keep praying for the researcher's success. Besides, my first sister **Andryani AS, S.Pd**, my second brother **Awal AS,** my third brother **Akriadi AS**, my fourth brother **Arjun AS, SAP**, and my fifth sister **Ririn AS** who has given love, support, and encouragement to the researcher during the completion of this thesis. The researcher realized that in carrying out the research and writing this proposal, many people have contributed their valuable suggestions, guidance, assistance, and advice for the completion of this proposal. Therefore the researcher would like to acknowledge them:

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2. **Erwin Akib, S.Pd., M.Pd, Ph.D,** the Dean of Faculty of Teacher Training and Education, Muhammadiyah University of Makassar and as the first supervisor who has guided and directed researcher during writing of her thesis.

3. **Dr. Ummi Khaerati Syam, S.Pd.,M.Pd.,** the Head of English Education Department of FKIP Muhammadiyah University of Makassar and also to the all lecturers who have taught me during the years of my study.

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The words are not enough to say any appreciation for their help and contribution in this thesis. May Allah the Almighthy bless them all. Moreover, the researcher also realized that this thesis is far from perfect. It is a pleasure to get critiques and suggestion to make this thesis better.

The researcher

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CHAPTER I

INTRODUCTION

A. Background

English teaching in Indonesia in the context of globalization will not change much, namely as an indispensable tool for the absorption of science and technology, as well as for communicating with other nations within the framework of international relations in various aspects of human life. In almost all human life in the international world, English has a very dominant role as an international language among other international languages (Glado 1997).

Many teaching and learning activities in Indonesia still emphasise face-to-face sessions in class. However, because to the extensive Covid-19 pandemic in Indonesia, all activities must be conducted from home.Coronavirus Disease (COVID-19) is a novel form of virus that has never been detected in humans, according to the Directorate General of Disease Prevention and Control (2020:11).The Covid-19 pandemic initially surfaced in the Chinese city of Wuhan in late December 2019 and spread to Indonesia in early March 2020.

Nadiem Anwar Makarim, Minister of Education and Culture, issued Circular No. 4 of 2020 on the Implementation of Education in Emergency Coronavirus (Covid-19), one of which emphasized that online learning (distance) was carried out to provide meaningful learning experiences for students, without being burdened by the demands of completing all curriculum achievements for class and graduation. The goal of online / distant learning is to improve students' knowledge about the corona virus and the Covid-19

epidemic. Students' learning activities and assignments might differ depending on their interests and circumstances, such as gaps in access or learning facilities at home.

In the midst of the Covid-19 pandemic, e-learning is the best choice for schools. According to Suartama (2014: 20), e-learning allows students to access content at any time and from any location, as well as obtain materials that can be supplemented or supplemented with various learning support materials, such as multimedia, especially media google classroom that can be used.

Something updated the guide on the website on how to navigate different sections of Google Classroom. Submit assignments through individual classes, which they can view in Google Classroom and must complete work according to the schedule set for each group. This year it is published on the website. Students have been given brief assessments in most areas of study to check whether they are engaged with the work assigned. This will be followed by a more detailed evaluation later in the part-time program.

However, not all students in Indonesia are familiar with the learning from home method, so it becomes a new item that must be adapted. Students' opinions about this education system will also be different. Consequently, the aim of this research is to find out students' motivation for learning English from home.

Therefore, the researcher chose the research location at SMA Negeri 3 Luwu after conducting initial observations by conducting interviews with

students at the school. Based on the results of pre-observation, because online learning carried out by the learning process is still dominated by the teacher, most students tend to be passive in online learning. There are several classes where the majority of students show less motivation to learn English.

Technology can help and make it easier for humans to do their work so that it can be completed more effectively and efficiently. Technological developments in the modern era are very easy to access by anyone, anytime, anywhere. For example, almost all communication tools, such as smartphones, provide applications that make it easier for users to access the internet. Through the internet, users can access the desired social media platforms, such as Facebook, Twitter, Instagram, Gmail, Whatsapp, and so on.

Teachers try to use the internet as a medium for finding information about learning, for example by assigning students to send assignments via email or looking for informational materials about lessons on the internet. Teachers also use social media, such as Whatsapp groups, to discuss learning problems that are not understood in class, ask questions about assignments, motivate students to be enthusiastic about learning, or provide information in the form of announcements through the class Whatsapp group. (Dok. Interview with Mrs. Sumarti, November 12, 2021).

Furthermore, the researchers chose the title of this study because they considered that there were still unanswered problems in previous research. The learning process from home will be successful if students have the motivation to learn. Motivation is one of several things that determine the success of

students [illegible] on the role of pre-[illegible] online learning [illegible] learning process is sti[illegible] The lack of most students [illegible] access in online learning [illegible] where the more [illegible] show low motivation [illegible] learning.

To [illegible] and make [illegible] that it can be [illegible] effectively and [illegible] development [illegible] are very easy to access [illegible] anywhere. For [illegible] communication [illegible] provide application [illegible] easier for [illegible] through the [illegible] as Facebook [illegible] Chat, WhatsApp, and [illegible]

Learning [illegible] assigning students [illegible] conventional classroom [illegible] such as WhatsApp [illegible] students [illegible] in class, as [illegible] motivate students [illegible] learning [illegible] the form [illegible] through the class WhatsApp [illegible] with Mrs. [illegible] 2021.

Further [illegible] researchers chose the title [illegible] introduced in [illegible] unusual problems [illegible] learning process [illegible] will be successful if [illegible] learning [illegible] of [illegible] things that [illegible]

student learning activities. Without motivation, the learning process is difficult to achieve optimal success. The use of the principle of motivation is something that is essential in the learning and education process. Therefore, educators need to foster student learning motivation even though learning is done online (in a network). Educators are required to be creative in generating student learning motivation. Sudarwan (2002:2) Motivation is defined as the force, drive, need, enthusiasm, pressure, or psychological mechanism that encourages a person or group of people to achieve certain desired achievements.

According to Dabbagh & Ritland (2005), online learning is an open and distributed learning system using pedagogical tools (educational aids) made possible through the internet and network-based technology to facilitate the formation of learning processes and knowledge through meaningful action and interaction.

Online learning, according to Rusman (2012: 293), is all learning activities that use the help of electronic technology. Rusman further argues that students' understanding of e-learning about a material does not depend on the teacher/instructor but can be obtained from electronic media used such as the internet, intranet, video or audio tapes, broadcasting via satellite, interactive television, and CD-ROM.

According to Firman & Sari (2020), online learning is a learning activity that requires an internet network with connectivity, accessibility, flexibility, and the ability to bring up various types of learning interactions.

Uno (2017: 23), said that learning motivation is an internal and external encouragement for students who are learning to make changes in behavior, generally with several indicators or supporting elements.

Dimyati & Mudjiono (2006) reveal learning motivation students' can be weak. Lack of motivation or lack of motivation to learn will weaken activities, so that the quality of learning achievement will low.

Based on the above facts, there is an interest in researching"**The Students' Motivation in Learning English From Home at SMA Negeri 3 Luwu"** especially in the field of English education.

B. Research Problem

The research question that must be answered related to the background of this research is "How is the students' extrinsic motivation in learning English from home at SMA Negeri 3 Luwu?"

C. Research Objectives

Based on research questions, the purpose of this study was to find out the students' motivation in learning English from home at SMA Negeri 3 Luwu.

D. Significant of the Research

1. Theoretical Significance

   The results of this study were expected to provide information for English teachers about learning from home and students' motivation in learning English.

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[illegible] students' lack of [illegible] learning [illegible] be weak. Lack of [illegible] lack of preparation [illegible] students are [illegible] so that the goal [illegible] will be

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B. Research Problem

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C. Research Purpose

Based on [illegible] problems, the purpose of [illegible] students' motivation [illegible] learning English from home [illegible]

D. Significant of the Research

1. [illegible]

[illegible] expected [illegible] for students [illegible] learning from home [illegible]

2. Practical Significance

   a. For Students

      This research is expected to inform that learning from home and students' motivation in learning English.

   b. For Teacher

      This research is expected to inform teachers that learning from home has an impact on students' motivation to learn English.

   c. For Further Researchers

      This research is expected to provide information that can be a reference for further researchers about learning from home and students' motivation in learning English.

E. Scope of the Research

This study discusses the students motivation in learning English from home at SMA Negeri 3 Luwu. The researcher focuses on learning from home and students' extrinsic motivation in learning English.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

They are several previous related findings that support this study. Some of them are as follows;

First, Yulfi & Aalayina (2021), This study aims to determine the students' motivation to learn English and its effect on their English learning achievement. The research method used is survey research with a qualitative approach. Data was collected using questionnaires, interviews, and documentation. The questionnaire was adapted from the Attitude Motivation Test Battery (AMTB) designed by Gardner. The results showed that 52% of students took an active role in learning English. Students are relatively "highly" motivated to learn English in order to have a good chance at achieving their educational goals. In conclusion, instrumental motivation is a significant factor among students of SMAN 5 Lubuklinggau in learning English. Based on data documents about students' English scores, students' motivation to learn English affects their English learning achievement.

Second, Handarini (2020), This study aims to identify online learning activities at the homes of students as an effort to support government programs namely study from home during the covid 19 pandemic. This type of research is library research, so that the collection of information and data obtained with the documentation technique that is searching for data about relevant matters from various sources in the library such as books,

magazines, news, or other documents. The results showed that online learning conducted at each home made students more independent and created motivation to learn. In addition, online learning has become one of the successes in creating social distancing behavior so as to minimize the emergence of crowds that are considered to have the potential to further spread covid 19 in the school environment.

Third, Gustiani (2020). Motivation has been identified as having an influence on students' online learning in today's era. It is influenced either intrinsically or extrinsically. However, because the case co-existed, intrinsic motivation was shown to have a greater impact on students' online learning participation than a peer.In this research, the method used is descriptive qualitative.

Last, Jamila (2021). This study aims to determine the motivation of students to acquire English as a foreign language through virtual learning at school in the midst of the COVID-19 pandemic. The data was analyzed by descriptive statistics and Pearson's correlation in SPSS. The results showed that students had low levels of motivation for both integrative and instrumental motivation to acquire English. This research implies the need for more innovative instructional designs for virtual language learning to further increase students' motivation to learn English during the COVID-19 pandemic.

The similarities between this study and the research above are: Second, to determine students' motivation to learn English from home, the researcher

tested whether students were motivated to learn English online. Finally, the researcher examined the increase in students' motivation to learn English from home. The differences in the research lie in the level and location of the research. In addition, my research only focuses on obtaining information about students' motivation to learn English at home.

B. Some Pertinent Ideas

1. Concept of Learning From Home

a. Definition of Learning From Home

Online learning means learning that is done online, using learning applications and social networks. Online learning is learning that is done without face-to-face contact, but through an available platform. All forms of subject matter are distributed online, communication is also carried out online, and tests are also carried out online. This online learning system is assisted by several applications, such as Whatsapp, Google Classroom, Google Meet, Edmund, and Zoom. There have been many studies related to the relationship between learning from home and some of them are presented below:

1) According to Winingsih (2020), parents have four roles: first, as a teacher at home, which is done by controlling the time and way children learn, reminding children to study regularly, and creating a comfortable learning atmosphere for children in doing the tasks given by the teacher; second, as facilitators, because parents provide facilities and

means of infrastructure for their children in running distance learning; third, as a motivator, parents give encouragement to children.

2) According to Wijaya (2020), learning from home is not a problem because it can be done anytime and anywhere. What's more, there is support with the online system. So, the learning process takes place at home, at school, or in the community. For that, everything can run well, with the support of facilities such as the internet.

3) According to Mustakim (2020) on the effectiveness of online learning using online media during COVID-19, to improve the quality of online learning during the pandemic, the provision of learning materials should be delivered succinctly. To minimize sending materials in long-form videos to save quota, online, and tests are also carried out. This online learning system is supported by several applications, such as Google Classroom, Google Meet, Edmund, and Zoom.

b. Advantages of Learning From Home

Instructional technology is very beneficial for students, especially students pursuing professional courses (Mehra & Mital, 2007). Online learning is considered a boon for the reasons given below:

1) Accessibility

Because students can learn from anywhere in the world, online learning or giving accessibility is a good idea. For students who want to study abroad in another nation, this is a critical factor to consider. No matter where a student lives or what he or she wants to study, there is always an appropriate course or even a degree program that can be

completed from the comfort of one's own home. Geographic location has no bearing on a student's learning opportunities.

2) Personalized Education

Students can define and process their learning styles, content, goals, current knowledge, and individual skills using the Online Learning System. As a result, individual learning styles can be created to provide people-specific education. Individuals can plan and direct their own learning through e-learning. It has the ability to motivate. Increase self-confidence and self-esteem and overcome many of the barriers that learners confront, as well as customize learning experiences, broaden access, and enhance learning experiences, all while assisting people in developing their ICT abilities.

3) Develop Cognitive Ability

In one study (Singh & Mishra, 2009), e-learning was found to be useful in developing teacher-student cognitive capacities. The pupils in the E-learning program were found to have a greater degree of achievement than their peers. With the push of a button, a learner can access an infinite amount of information. Some of the world's most renowned colleges offer a variety of online programs. Students can enroll in online classes to help them strengthen their cognitive talents.

4) Enhance cognitive abilities

In one study (Singh & Mishra, 2009), e-learning was found to be useful in developing teacher-student cognitive capacities. The pupils in

the E-learning program were found to have a greater degree of achievement than their peers. With the push of a button, a learner can access an infinite amount of information. Some of the world's most renowned colleges offer a variety of online programs. Students can enroll in online classes to help them strengthen their cognitive talents.

5) Efficiency in terms of cost

Because less money is spent traveling, buying books, and spending money in the context of college, online learning is cost-effective. This sort of learning is less expensive than studying at a regular university because it can be done from anywhere and there are no travel charges. Students who intend to study in this manner must have access to the requisite computer hardware as well as pay what are often exorbitant costs for internet connectivity (Kelllie & Ferguson, 1998).

6) Computer Fundamentals

Students who choose to study online, both on and off campus, can develop technical skills in the use of information and communication technology (ICT).These talents may be useful in their professional lives as well as all future endeavors, and they may be marketable aspects of their education.

7) Equal Opportunity for All

Every pupil is on an equal footing. They are not discriminated against because of their caste, creed, color, gender, religion, or disability. On the other hand, online learning is a benefit for students

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5) Flexi[illegible] [illegible]

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7) Equal Opportunity for All

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who are disabled and have difficulty traveling, as well as for those in society who live far away from schools or institutions.

8) Pacing Alone

Due to individual differences, all students' cannot complete work/tasks at a certain time, so they have to face difficulties. Online learning allows students to work and study at their own pace without time constraints. The student is free to complete coursework at his own pace. At his own pace, he can take as much time as he needs without being called slow by his peers.

9) Globalization

New technologies are narrowing geographic barriers in the path of education. The world has become a small village and the opportunity to have information about other countries is within our own access. The World of the Electronic Net connects people all over the world. Therefore, it is very important to experiment with electronic learning situations where students share ideas and resources, access information about current events and historical archives, interact with experts, and use databases online.

c. Disadvantages of Learning From Home

Radhakrishnan (2019), said that online learning or learning from home has a negative impact as follows:

1) Low of Motivation

Online learning students are less motivated to study since they are readily sidetracked by other things. For students who struggle with time

management and procrastination, working at their own pace becomes a disadvantage. With the structure of traditional learning, these children are more likely to achieve.

2) Low of Funds

According to Galusha (1991), technology's drawbacks include cost, hardware issues, internet issues, course material generation, and financial concerns. According to studies, most educational institutions do not plan for connectivity costs, which can subsequently become a barrier to online learning.

3) Low of quality

Online learning can occasionally lead to a loss of quality in the teaching and learning process. Non-online professors, according to Galusha (1991), have concerns about the credibility of online courses. Online teachers frequently do not take their lesson preparations as seriously as they should, and this lack of dedication has a significant and detrimental impact on the quality of online learning.

4) Limited of accessibility in rural areas

Hardware, software, and internet access are all requirements for online teaching and learning. Without any of these, online learning would not be able to fulfill its goal. Some people may not have easy access to a computer and an internet connection, and those who do have it feel unable to utilize it.

[illegible]

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2) Low [illegible]

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d. Characteristics Learning From Home

Sudjana suggests the elements contained in the three aspects of learning outcomes.

1. Cognitive learning outcomes

a) Type of result of rote knowledge (Knowledge)

b) Type of understanding learning outcomes (Comp retention)

c) Type of application learning outcomes (Application)

d) Type of analysis learning outcomes.

e) Type of synthesis learning outcomes hail.

f) Type of evaluation learning outcomes

Tung in Mustofa, Chodzirin, & Sayekti (2019, p. 154) mentions the characteristics of learning from home, among others:

1) Teaching materials are presented in the form of text, graphics and various multimedia elements.
2) Communication is carried out simultaneously and not imultaneously,sach as video conferencing,chat rooms,or discussion forum.
3) Used for learning at virtual times and places.
4) Various CD-ROM based learning elements can be used to improve learning communication.
5) Teaching materials are relatively easy to update.
6) Increase interaction between students and facilitators.
7) Allows forms of formal and informal learning communication.
8) Can use a wide variety of learning resources on the internet.

e. Factors Affecting Learning From Home

Factors that affect learning outcomes in general influenced by two factors, namely factors from within a person and external factors (social environment). Tu'u,Tulus 2004 suggested that the factors that affect learning outcomes, among others:

1. Intelligence

   This means that the high and low intelligence possessed by a student determine his success in achieving learning outcomes, including other results according to the kind of intelligence that stands out in him.

2. Talent

   Talent is defining as the ability that exists in someone who brought with him from birth, which he received as his inheritance from his parents.

3. Interest and Attention

   Interest is a great inclination towards something. Attention is seeing and hears carefully and carefully to something. Interests and attention are usually closely related. High interest and attention to a material will have a good impact on learning outcomes.

4. Motivation

   Motivation is an impulse that makes someone do something. Motive always underlies and influences every person's business and activities to achieve the desired goal. In learning, if students' have a good and strong motive, it will increase business and activities achieve high results.

5. Family Environment

Family is one of the great and positive potentials to give influence on student outcomes.

2. Concept of Students' Motivation

a. Definition of Students' Motivation

What is meant by motivation is that it will motivate you to achieve your goals. Self-motivation comes from within, rather than from someone asking you to do something. A person will be motivated to become more than he is currently because of ambition and desire. Many people have a strong drive and ambition to obtain something, but they do not follow through. They just stood there, pondering what might happen next.

The motivation that arises in a person is divided into two, namely intrinsic motivation and extrinsic motivation. These two motivations can make a person better and make what they want to be a reality. The source of strength in a person is motivation, so motivation can be used as a force that makes them better than before.

1. Intrinsic motivation

Intrinsic motivation is motivation that arises from a person, there is no need for external stimulation. From within a person there is an impulse that causes them to do something. For example, those who like to listen to songs, read and draw, without being asked to do what they should do. They will look for a song or book to read without having to be prompted

5. Family [illegible]

Family is one of the great and positive [illegible] to [illegible] influence on student [illegible]

2. Concept of [illegible] Motivation

a. Definition [illegible] Motivation

After [illegible] motivation is that it [illegible] achieve your goals [illegible] comes from within [illegible] asking you to [illegible] something. A person will be [illegible] more than he [illegible] because of ambition and desire [illegible] have a strong drive and [illegible] to obtain something [illegible] through [illegible] and there pondering what [illegible]

The motivation that arises in a person is [illegible] intrinsic motivation and extrinsic motivation. The [illegible] make a person better and make what they want [illegible] motivation so motivation [illegible] behavior and behavior [illegible]

1. Intrinsic motivation

Intrinsic motivation is motivation that arises [illegible] person does [illegible] need to be stimulated from within [illegible] that comes from to something. For example [illegible] to sing, read and [illegible] without being asked to do [illegible] would do. That [illegible] sing or book to read without [illegible] be prompted

or get encouragement from others. Intrinsic motivation arises because of one's own desire, because of a hobby or because of self-awareness.

Intrinsic motivation is also driven from the purpose of the activities carried out. An example is learning activities. Learning certainly has a goal, namely wanting to be smart and get better grades. A student who studies seriously because they want to gain knowledge and knowledge. Intrinsic motivation can be said as a form of motivation that starts from an internal drive to get what is important from the learning activity.

2. Extrinsic motivation

Different from intrinsic motivation, extrinsic motivation is motivation that comes from outside or from other people. Motivation does look easy but someone will rise up with motivation from other people who are smarter or older than them. But motivation can also arise from people who are younger or the same age as that person.

Extrinsic motivation is motivation that comes from outside or stimuli that someone gets from outside. This motivation arises because someone wants to get something because of someone else's orders. For example, a student must study harder to get good grades because he will take an exam. They are motivated to learn not because of the desire to gain knowledge but because of the desire to get good grades.

The desire to get good grades, the desire to get praise from others or the desire to get a prize are extrinsic motivations. The encouragement from the outside will motivate someone to achieve their desires even though

of get encouraging [illegible] from other [illegible] intrinsic [illegible] [illegible] of one's own [illegible] because of a hobby or because [illegible]

Intrinsic motivation is also driven from the [illegible] carried out. [illegible] learning activities [illegible] goal, namely [illegible] be smart and get [illegible] studies serious [illegible] they want to get [illegible] and the [illegible] Intrinsic motivation can be said as a form of [illegible] internal drive [illegible] is important from the [illegible]

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The [illegible] is motivation that [illegible] from outside. This motivation [illegible] students to go [illegible] because of [illegible] student [illegible] harder to get good grades [illegible] They are motivated to learn not because of the [illegible] but because of the [illegible] to get good grades.

In [illegible] good grades are the [illegible] the learning [illegible] are examples motivation [illegible] the other is [illegible] motivate someone to achieve [illegible]

they are not very enthusiastic about what they are doing. Motivation from outside more results to change someone.

Motivation is a theoretical construct used to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior. Motivation is hypothetical constructs used to explain why people are doing what they are doing. Motivation are distinguished from related constructs such as goals (the immediate objectives of particular sequences of behavior) and strategies (the methods used to achieve goals and thus to satisfy motivation). For example, a person responds to hunger (motivation) by going to a restaurant (strategy) to get food (goal)

Student motivation is rooted in students' subjective experiences, especially Those connected to their willingness to engage in learning activities and their reasons for doing so. Teachers should focus on encouraging students to engage in activities with the motivation to learn: the intention of acquiring the knowledge or The skills that learning activities are intended to develop are put to use.23. Without motivation, peopleThey will lose motivation to achieve their goal because their motivation to encourage others is weak. I have to take action. For example, if the student does not have motivation for their learning, So the goal of getting a good score is not attained. Motivation represents one of the most appealing variables that are used to explain differences in learners during learning The English language and motivation are two of the most

significant factors tha It has an effect on the rate and success of learning English at a language level.

According to Glynn in Lee (2017), motivation is a state within the individual that can be brought back, directed and supported by student actions according to the goals set.

According to Nasrah & Muafiah (2020), student learning motivation in online learning has a percentage of 74% in the high motivation category, while there is 1% in the low motivation category. Then the student learning outcomes get a percentage of 52%, which is in the very good category, while the analysis of student scores gets an average of 87,192, which is in the good category. This means that online learning that has been carried out does not lower learning motivation and student learning outcomes. In fact, with online learning, students become motivated to carry out the learning process.

According to Fauziah et al. (2017), Learning motivation is one of the factors supporting the success of achieving each individual's learning goals. A good balance of learning motivation will make individuals able to understand the objectives of the learning experience and play an active role in achieving achievement, but if each individual's motivation to learn is too low or too strong, it will have a negative impact on students.

According to Tokan and Imakulata (2019), learning motivation is one of the factors in the realization of good learning outcomes because it makes students tend to get maximum learning outcomes.

For more details, the 4 conditions of motivation will be described as follows:

1. Interest shows whether students' curiosity is aroused and maintained continuously throughout the learning activity.
2. Relevance shows the relationship between student needs and learning activities.
3. Expectations indicate the possibility of students achieving success in learning.
4. Satisfaction indicates a combination of extrinsic reward with motivation or conformity with student anticipation.

From some of the opinions above, it can be concluded that learning motivation is an internal drive that is realized to carry out children's learning activities in order to achieve a certain goal that results in changes in learning achievement. Motivation is not only a determinant of the occurrence of action but also determines the outcome of the action. Motivation will encourage learning or doing an action seriously (diligently) and will then determine the results of the work.

b. Factors Affecting Learning Motivation

Learning motivation is unlikely to grow by itself. Many factors influence the formation of learning motivation. According to Slameto

(2010), there are eight factors that influence the formation of learning motivation, namely:

1) Factor of knowledge regarding the usefulness of learning
2) Factors must be educated
3) Factors influencing ability to engage in learning activities
4) The appeal of the idea of engaging in learning activities.
5) Factors influencing the implementation of learning activities
6) Factor Affecting Learning Outcomes
7) Factors of satisfaction with learning outcomes
8) Factors personal and environmental characteristics of the decision-making process.

c. Kinds of Learning Motivation

In general, in relation to learning, experts agree to classify motivation into two types according to its origin, namely intrinsic motivation and extrinsic motivation.

1. Intrinsic Motivation

Intrinsic motivation is one for which there is no apparent reward except the activity itself. People seem to engage in these activities for their own sake and not because they lead to an extrinsic reward. Intrinsically motivated behaviors are aimed at bringing aboutcertain internally rewarding consequences, namely, feelings of competence and self-determination.

Learners who are intrinsically motivated can be seen from their diligent activities in doing learning tasks because they need and want to achieve real learning goals. "Intrinsic motivation is seen in terms of the purpose of the activity. Self-motivation is a basic desire that encourages individuals to achieve various fulfillments of their own needs. To meet the basic needs of students, teachers take advantage of the natural curiosity of students by presenting material that is suitable and meaningful for them.

Basically, students learn to be driven by their own desires, so they can independently determine the goals that can be achieved and the activities that must be carried out to achieve those learning goals. Someone has intrinsic motivation because it is driven by curiosity, achieving the goal of increasing knowledge. In other words, intrinsic motivation stems from the need that contains the necessity to become an educated and knowledgeable person. Intrinsic motivation arises from self-awareness, not from wanting to get praise or rewards.

Teachers can use several strategies in learning so that students are intrinsically motivated, namely:

a. Learning objectives are linked with student goals so that learning objectives become student goals or are the same as student goals.
b. Give freedom to students to expand learning activities and materials as long as they are within the boundaries of the main learning area.

c. Provide enough extra time for students to develop their assignments and take advantage of existing learning resources at school.

d. Sometimes they give awards for student work.

e. If they want to, ask the students to explain and read the assignments they made. This needs to be done, especially for assignments that are not the main task that must be done by students, if the task is done well.

f. There is a need.

With the need, this becomes a motivation for students to do and try. For example, children want to know the contents of stories from history books. The desire to know the contents is a strong incentive for children to learn to read.

g. The existence of knowledge about one's own progress

Knowing one's own results and achievements, such as whether he or she is making progress or not, can be an incentive for children to study harder. So, with their own knowledge of their progress, the motivation will arise.

h. The existence of aspirations or ideals

That humans will not be separated from their ideals, this depends on the level of human age itself. Maybe a small child doesn't have a goal yet, but the older a person gets, the clearer and firmer he is and the more he knows his identity and the goals he wants to achieve

In general, with several indicators or supporting elements. It plays a big role in a person's success in study.

According to Uno (2017:23), indicators of learning intrinsic motivation It can be classified as follows: the desire and desire to succeed, the drive and need for learning, the hope and ideals. Thus, indicators of intrinsic motivation can improve learning outcomes and goals can be achieved to the maximum.

a. There is an eagerness to succeed.

I have a desire to succeed in learning and In everyday life, it is generally called the "success" motive, namely, the motive to succeed in a task or work or the motive to achieve perfection. This kind of motive is an element of human personality and behavior, something that comes from "inside" the human being concerned. Success motives are motives that can be learned. so that the motive can be improved and developed through the learning process. Someone who has a highly successful motive tends to try to complete the task completely without delaying the work. Completion of this kind of task is not due to external encouragement but to personal effort. Successful motives are those that can be learned, so that motives can be improved and developed through the learning process. Someone who has a high success motive tends to try to complete his task completely without delaying his work. Completion of this kind of task is not due to external encouragement, but rather personal effort.

b. There is a drive and a need for learning.

Completion of a task is not always in the background. Sometimes, an individual who is motivated by the motive of succeeding or the desire to succeed, sometimes 14, completes a job as well as someone who has a high success motive, precisely because of the drive to avoid failure that stems from that failure. A student will appear to be working diligently because he cannot complete his task well. Then he will be embarrassed by his teacher, or ridiculed. -make fun of his friends, and will even be punished by his parents. From this information, it appears that the "success" of the student is caused by encouragement or stimulation from outside of himself.

c. There are hopes and dreams

Hope is realized in the belief that people are influenced by their feelings about the picture of the results of their actions. For example, people who want a promotion will show good performance if they perceive their high performance to be recognized and rewarded with promotions.

2. Extrinsic Motivation

Extrinsic motivation plays a very important role in learning activities because this motivation arises because learning activities are initiated and continued based on external encouragement that is not absolutely related to learning activities. Making it easier for students to achieve goals by improving good learning outcomes." According to Uno

(2017:4), "extrinsic motivation arises because of stimuli from outside the individual. For example, in the field of education, there is a strong interest in the positive impact of educational activities that arises because people see the benefits.

Different from intrinsic motivation, extrinsic motivation is motivation that comes from outside or from other people. Motivation does look easy, but someone will rise up with motivation from other people who are smarter or older than them. But motivation can also arise from people who are younger or the same age as that person.

Based on some of the opinions of experts that have been described, it can be concluded that extrinsic motivation is motivation that arises because of external encouragement and hopes for praise and benefits to be achieved in order to get rewards from others.

Extrinsic motivation refers to a student's motivation to learn that is derived from outside sources. Place the learning objectives outside of the learning situation's elements (they reside in some factors outside the learning situation). Students learn in order to achieve goals that are not related to what they are learning. For instance, to obtain the greatest grades, diplomas, degrees, awards, and so forth.

Non-motivation is not synonymous with extrinsic motivation. In education, it is necessary but not beneficial. Students must be motivated in order to learn. Students might be motivated to learn in a variety of ways. Teachers who succeed in the classroom are those who are skilled at

arousing students' interest in learning through the use of extrinsic motivation in various forms. Students will be harmed if extrinsic motivation is misused. As a result, extrinsic motivation does not motivate kids to learn, but rather makes them lethargic. As a result, in order to assist the process of learning interaction in the classroom, teachers must be skilled and good at applying extrinsic incentive effectively and correctly.

Encouragement is the essence of extrinsic motivation in learning. It is a motivator that operates as a result of an external stimulus. Extrinsic motivation stems from the desire to be rewarded or praised by others. For example, a student studying knowing that an exam is coming up tomorrow with the hopes of receiving good grades and being commended by his peers. So it's not so much that learning wants to know something as it is that learning wants to obtain excellent grades or win prizes. The goal of the activities he engages in has nothing to do with the substance of what he does. Extrinsic motivation can thus be characterized as a type of motivation in which learning activities are launched and maintained as a result of external reinforcement that is not directly related to learning activities. in general, with a number of indicators or additional elements It has a substantial impact on a person's academic achievement.

According to Uno (2017:23), indicators of extrinsic learning motivation can be classified as follows: The existence of appreciation in learning, the existence of interesting activities in learning, the existence

of a conducive learning environment, teacher-student relationship, student-student relationship.

Thus, the indicators of extrinsic motivation can be improved learning outcomes and goals to be achieved to the maximum.

a. There is an appreciation of learning.

The greatest option is to express gratitude in other ways for good behavior or good student learning outcomes. It's a simple and efficient technique to boost pupils' motivation to learn by using phrases like "Good," "Great," and so on. Such vocal comments are not only entertaining for pupils, but they also have meaning. Students and teachers have direct personal interaction and experience, and the delivery is concrete, thus there is an agreement for social recognition, especially if the verbal reward is given in front of a large group.

b. There are interesting activities in learning

Both simulations and games are some of the most very interesting for students. An interesting atmosphere causes the learning process to be meaningful. Something meaningful will always be remembered, understood, and appreciated.

c. There is a conducive learning environment.

Individual activities are formed by basic personal motives, which are in turn shaped by the environment. Individual motivations to accomplish anything, such as learning effectively, can thus be established, enhanced, or modified as a result of learning and

experience. In other words, students can acquire aid. Suitable in overcoming challenges or problems in learning through the influence of a conducive learning environment, which is one of the variables driving students' learning.

d. The student-teacher relationship

A positive relationship between the teacher and the student is important in motivating students. Working with students is crucial because motivating requires the instructor to understand the peculiarities of each student so that encouragement may be given to improve student learning results. A teacher must consider the conditions and sorts of motivation that will be supplied to pupils when motivating them to learn. The efforts of teachers in inspiring students, specifically how teachers design motivational techniques for students, in order to maximize all of the potential that exists in pupils.

e. The relationship between students.

Competition amongst students in the teaching and learning process, one of which is informatics, cannot be divorced from the teaching and learning process. A student is aware that a test will be given the next day, and that pupils will compete for good grades and accolades from their peers. Extrinsic motivation emerges as a result of external reinforcement, which boosts students' willingness to improve their learning motivation. Lessons can build activities and initiatives with motivation that can lead to and keep perseverance in carrying out

teaching and learning process activities that are inextricably linked to their peers' encouragement.

In this study, the indicators of students' extrinsic motivation are reward (award), punishment, competition with friends or environment (competition) and praise.

a. Gift

The secondary communication process is the delivery of messages by one person to another by using a tool or means as a second medium after using a symbol as the first. Communicators use this second medium because the a gift is giving something to someone else as an appreciation, memento, or souvenir. This simple gift-giving needs to be encouraged because it is relatively cheap and is considered effective enough to motivate students in learning competitions.

The simplest and most successful technique to boost students' learning motives for greater learning outcomes is to make verbal statements or other forms of appreciation for excellent behavior or positive student learning results. Such vocal remarks, in addition to satisfying pupils, also carry the significance of direct personal interaction and experience between students and professors, and their delivery is concrete, resulting in a social recognition agreement. Especially if the prize is awarded in front of a large audience.

b. Praise

Praise given at the appropriate time can be utilized as a motivator. Praise is a type of positive reinforcement that also serves as a source of motivation. Individual praise should be provided to all kids.

c. Punishment

Punishment can be a motivating tool if it is used in an educational manner rather than as a form of retaliation. The educational approach in question is a form of punishment that tries to teach and improve the attitudes and conduct of students who are deemed to be ineligible.

d. Competition with friends

Competition or competition that can be used as a learning tool can be competition between individuals or between groups. If this is managed properly, then the learning interaction will be conducive.

Here are some motivational words that can give encouragement to live a better life:

a. A smile has great power to overcome sadness.

Everyone must have experienced sadness, even those who have been in a state for a long time. But try to smile, even if it is very bitter and difficult to do. Try to open your mouth a little, even if you know that a smile will lighten your load. A smile will be the power to keep you from sadness. Everything in this world is not eternal, God is eternal, so when sadness comes, the sadness is not eternal.

Sadness goes away easily when you start to open up, smile and see what happens to you. Try to see how the other person feels the sadness. Is the sadness you are feeling right now worse than theirs, or is it just a very small sadness compared to what they are feeling? This is the time for you to smile and rise from all your problems. Smiling is an easy way to find happiness. Try to smile and smile and open your heart to fix everything you are going through.

b. The hardest thing in life is to beat yourself up, not beat others.

Every human being who wants to be successful, they must beat themselves before beating others or their competitors. What about yourself did you lose? Emotions like fear and insecurity are the most difficult parts of humans to beat. The little things you do may not necessarily be seen by yourself, but this can have a big impact on others. When emotions and a lack of confidence are in you, success is very difficult to achieve.

A person is not born successful, but they will be successful if they strive from the lowest point to the highest point. Success is obtained because they can beat themselves. In fact, overcoming your own emotions and eliminating self-doubt and fear is the key to achieving your own success.

c. There are no people who are designed to fail, but those who fail to design success.

Of course, you believe that everyone can achieve success because everyone was created to be successful. If they fail, then they fail to design success. Success is defined by the people who design it, make plans and execute those plans in order to achieve success. If the plans made are not right, then they will experience failure. God did not design failure in humans. They are the ones who create these failures because they do not have the power within themselves to change fate for the better

d. Charateristics of Learning Motivation

Sardiman (2007:83) defines the characteristics of learning motivation as "motivation exists in everyone and everyone has characteristics."The characteristics are described as follows:

1) Perseverance in the face of a task (the ability to work continuously at the same time for an extended period of time, never stopping until the task is completed).

2) Tenacious in facing difficulties (not giving up easily). does not require encouragement from the outside to perform as well as possible (not quickly satisfied with achievements achieved).

3) shows interest in various problems.

4) I prefer to work independently.

5) Get bored quickly with routine tasks (things that are mechanical and repetitive so that they are less creative).

6) can defend his opinion.

7) It's not easy to let go of what you believe in. Enjoy finding and solving problems.

8) Enjoy finding and solving problems.

C. Conceptual Framework

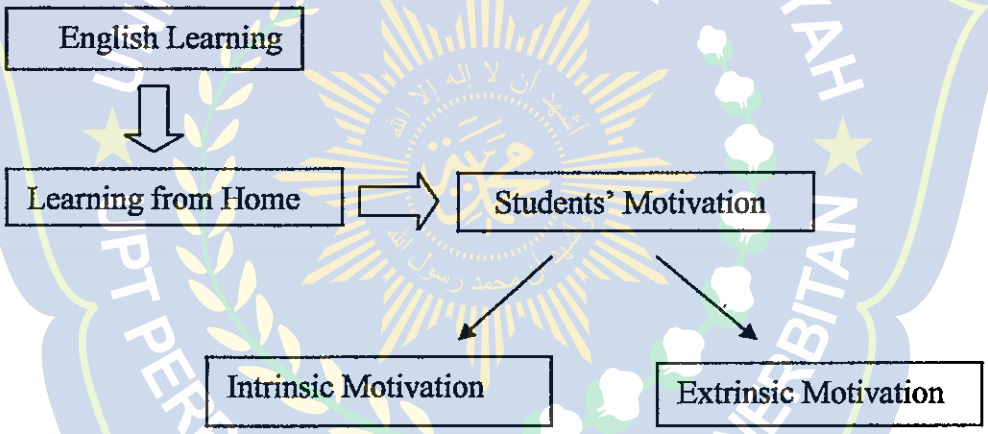

Figure 2.1: Conceptual Framework

Figure 2.1 above explains the purpose of this research. In this case, the researcher wanted to know how the students' motivation in learning English from home at SMA Negeri 3 Luwu.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The researcher used qualitative descriptive as the method for this research. Qualitative research is research that produces descriptive data in the form of words or words from people and observed behavior (Bodgan in Moleong, 2010).

Based on the previous explanation, the researcher determined that qualitative research was used in this case to explain the many realities found. As a result, at SMA Negeri 3 Luwu, researchers described the motivation of students to learn English from home.

B. Research Subject

The subjects of this study consisted of 10 students from class XI IPA 3 SMA Negeri 3, Luwu. Researchers chose these students because they met the criteria of this study. The criteria used in this study were students who had studied at SMA Negeri 3 Luwu, so that this study obtained actual data.

C. Research Instrument

The researcher was the primary instrument in this study. Researchers conducted interviews to gather information. An interview, according to Griffee (2012), is a one-on-one conversation whose purpose is to identify and create significant data that must be collected and examined. Structured, semi-

structured, and unstructured interviews are the three main forms of interviews (Stukey, 2013). As a result, the semi-structured interview is the second element of the data collection employed to exhibit the qualitative qualities in this study. Where the interviewer gave ten questions to be answered by the interviewee to obtain information about the motivation of students to learn English from home at SMA Negeri 3 Luwu.

D. Data collection

To collect the data, the researcher took several steps. They are as follows:

1. The researcher contacted the head of class XI IPA 3 to provide information about students who had met the criteria.
2. After that, the researcher asked the number of students in class XI IPA 3 to be interviewed.
3. Then the researcher explained the purpose of the interview to avoid misunderstandings.
4. Interviews were conducted over several days regarding students' free time.

E. Data Analysis

In data analysis, it is divided into three. According to Miles and Huberman (1992:16), in this model, there are three components of analysis, namely data reduction, data display, and conclusions image:

1. Data Reduction

After the data analysis is done, data reduction means summarizing, choosing the main or special things, focusing on the important things, and looking for themes and patterns. Thus, the reduced data will provide a clearer picture, and make it easier for researchers to collect further data and look for it when needed.

2. Data Display

After the data has been reduced, the next step is to display the data. Presentation of data is done in the form of short descriptions of graphs, charts, relationships between categories, and flowcharts. In this case, Huberman stated that the most frequent form of display data for qualitative research data in the past was narrative text. The purpose of narrative text is for researchers to describe previously classified information about the relationship between learning from home and students' motivation for learning English. The conclusions are presented in the form of narrative text. It analyzes and describes the data qualitatively.

3. Conclusion Drawing

At this stage, the researcher verifies and draws conclusions from the data that has been concluded previously. Conclusion is the process of drawing the contents of the collected data into a good and clear

statement. The conclusion of this study is about the motivation of students to learn English from home at SMA Negeri 3 Luwu.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter's findings and discussion parts were divided into two portions. It summarizes the findings of the study and provides further details. The findings of this study are based on SMA Negeri 3 Luwu's responses to research questions about the relationship between studying at home and students' excitement for learning English.

A. Findings

The researcher performed research on students in class XI IPA 3 at SMA Negeri 3 Luwu. Purposive sampling was used to select students from class XI IPA 3 who had engaged in online learning for this study. The findings of the study are based on the findings of interviews. The data was gathered via voice note interviews conducted via WhatsApp with 10 students from class XI IPA 3 SMA Negeri 3 Luwu to determine the relationship between learning from home and students' learning motivation. Interviews were conducted on students of class XI IPA 3, SMA Negeri 3 Luwu to find out the relationship between learning from home and students' learning motivation.

1. Relationship Between Learning From Home and Students Learning Motivation in Learning English

a. How do you feel about the link between studying at home and motivation to study? (Q1)

(*Bagaimana menurutmu hubungan antara belajar dari rumah dengan motivasi belajarmu?*)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter [illegible] discussion parts such [illegible] summary [illegible] of this study [illegible] about the relationship [illegible] studying at home [illegible] learning English

A. Findings

The research [illegible] research on students [illegible] Negeri 3 Luwu [illegible] IPA 3 who had [illegible] online learning for the [illegible] study are based [illegible] reading interest [illegible] SMA Negeri [illegible] determine the relationship [illegible] home and study [illegible] of class XI [illegible] learning based [illegible]

1. Relationship between Learning from Home and Motivation to Learning English

a. How are students' [illegible] about the [illegible] motivation to study English?

Questionnaire to students' [illegible] motivation [illegible] learning English?

The association between learning from home and student learning motivation is very tight, according to the results of the research collected. The students were first asked about the relationship between learning from home using voice notes and their motivation to learn English through voice notes by the researcher. Finally, the results of voice note interviews conducted via WhatsApp with students about the relationship between learning at home and the following students' responses to the first question:

(Q1.1) : "Learning from home and learning motivation, in my opinion, have a very close and mutually sustainable relationship, because during the current pandemic, I or the school is currently in online or online learning, and we really need motivation, whether it's from teachers, family, or the environment, because we are not dealing directly with the teacher, and it will reduce the value of the learning system, especially in learning English."

(Q1.2) : "The relationship between learning from home and motivation, in my opinion, is intertwined since student learning motivation and learning from home will decide student achievement."

(Q1.3) : "I believe they are linked because without motivation, especially now that we are learning from home due to the epidemic, we will not be able to study, especially in English classes."

(Q1.4) : "I believe they are linked since we don't have the motivation to learn online if we aren't motivated."

(Q1.5) : "Although there is a link between learning from home and students' enthusiasm to learn, it is not as strong as face-to-face learning because there is more contact."

(Q1.6) : " Because motivation influences learning at home, the two are inextricably linked."

(Q1.7) : "Learning from home and learning motivation, in my opinion, are mutually exclusive. Why is this? Because when we study at home, we need motivation or enthusiasm to begin lessons; for example, the covid-19 pandemic requires us to study at home or online; however, without motivation from yourself, it is said that learning will not work."

(Q1.8) : "Learning from home and school, in my opinion, are inextricably linked and cannot be separated; they require one other."

(Q1.9) : "Learning from home and motivation, in my opinion, have a relationship that is related or intertwined."

(Q1.10): "The relationship between studying at home and motivation to learn is complex."

Based on the findings of student interviews. Because the relationship between learning from home and student motivation is close, the conclusion that can be reached is that strong motivation in students will improve interest, willingness, and great excitement in learning.

b. How would you feel if the teacher explained the materials to you while you were learning online? (Q2)

(Bagaiamna menurutmu jika guru menjelaskan materi pada saat pembelajaran online?)

(Q2.1) : "When I'm learning online, I don't grasp what the teacher is saying."

(Q2.2) : "During the lecture, the teacher gave topics that I did not grasp."

(Q2.3) : "When learning online, I don't comprehend what the teacher says, possibly because my internet connection is unstable."

(Q2.4) : "I usually look for information regarding the stuff that the teacher explains on the internet if I don't grasp it."

(Q2.5) : "I don't comprehend what the teacher is saying, especially when it comes to studying English."

(Q2.6) : "It's difficult for me to study at home because of my lack of knowledge."

(Q2.7) : "I don't understand the material offered by the teacher when he or she presents the subject matter, especially in English classes, because the learning is done online."

(Q2.8) : "If the teacher explains through online learning, I don't understand; I prefer face-to-face learning."

(Q2.9) : "In my perspective, it is tough for me to understand when the teacher presents learning material via online, especially if the material is in English."

(Q2.10): "I believe it will be difficult for me to understand when the teacher begins the class and explains the learning material

Based on [illegible] relationship between [illegible] from none and [illegible] conclusion [illegible] be reached that strong [illegible] will improve [illegible] skill, process and product [illegible]

b. How would you feel if the teacher explained the material [illegible] while you were learning online? (Q2)

(Responses [illegible] varied when gave questionnaire [illegible] students [illegible])

(Q2.1) : "[illegible] learning online, I don't [illegible] [illegible]"

(Q2.2) : "[illegible] lecture the teacher gave [illegible]"

(Q2.3) : "While learning online, I don't [illegible] [illegible] especially because my internet [illegible]"

(Q2.4) : "[illegible] look for information regarding [illegible] explanation on the internet [illegible]"

(Q2.5) : "I don't comprehend what the teacher is saying [illegible] studying English."

(Q2.6) : "It's difficult for me to study at home because [illegible] or [illegible]"

(Q2.7) : "I don't understand the material offered [illegible] because the teacher [illegible] the subject matter [illegible] because learning is done online."

(Q2.8) : "[illegible] teacher explains through [illegible] I don't [illegible] learning, I prefer face-to-face learning."

(Q2.9) : "[illegible] perspective, it is tough for me [illegible] when the teacher [illegible] learning material [illegible] English."

(Q2.10) : "I believe it will be difficult for me [illegible] teacher [illegible] the class and explain [illegible] material

online, even if the teacher explains it several times, because learning online can make me bored and tired."

Based on the results of student interviews about what happens when the teacher explains the material during online learning, it can be concluded that online learning means students do not really understand the material presented by the teacher, which could be due to a variety of factors, such as the house location not being covered by the internet network, or the minimum student internet quota. When the teacher explains the material online, especially in English classes, this causes students to become bored.

c. How do you think if learning from home continues indefinitely? (Q3)
(Bagaimana menurutmu jika belajar dari rumah terus berlanjut hingga batas waktu yang belum ditentukan?)

(Q3.1) : "In my opinion, if learning is continued until an undetermined time limit, it is not effective. Because online learning makes me lazy, why is it that every subject, especially learning English, is always given a lot of assignments?"

(Q3.2) : "In my opinion, if I continue to study at home for an indefinite period of time, I will become bored, because studying at home and studying at school are very different, and in transferring the knowledge given by the teacher, they are also very different, and I believe that this online learning is preventing me from understanding a material, which is different from when I study at school, because the teacher explains directly, which is easier to understand than explaining through online."

(Q3.3) : "I disagree that studying at home takes a long time because the things provided by the teacher, particularly in English topics, are not properly understood."

(Q3.4) : " I disagree since I'm not excellent at studying at home, I don't communicate with the teacher directly, and I don't always grasp what's being taught."

(Q3.5) : " I disagree since studying at home limits our experience and, because everything is available online, it makes students lazy to study."

(Q3.6) : " Do not agree, because studying at home comes with a slew of inconvenient challenges."

(Q3.7) : "I don't agree with studying at home for an extended period of time because the teacher always assigns a large number of assignments, and I'm too sluggish to complete them."

(Q3.8) : "If online learning lasts a long time, I believe it makes me miss the materials provided by the teacher, because the stuff delivered by the teacher online is not always understood by me."

(Q3.9) : "I disagree that studying from home takes a long time because the teacher just gives you tasks and assignments while you study at home."

(Q3.10): "As a student, I don't think that learning at home should continue indefinitely because the teacher assigns more assignments than he or she explains, and I don't grasp the assignments."

It may be extrapolated from the findings of student interviews on what they would do if learning from home extended until an unknown time limit that practically all students disagree if learning from home continues until an unknown time limit. As said by Prasetyaningtyas (2020) in her thesis, "Although studying at home is fun, students prefer to study at school for various reasons". There are still many obstacles faced by students and educators in implementing "learning from home".

d. How to schedule English lessons after learning is done online? (Q4)
(Bagaimana jadwal pelajaran bahasa inggris setelah pembelajaran dilakukan secara online?)

(Q4.1) : "The English lesson schedule, after being completed online, continues to run smoothly as usual; there is only one meeting per week, on Monday."

(Q4.2) : "The English lesson schedule following online learning is identical to the offline learning schedule; meetings are held once a week. The English lesson schedule following online learning is identical to the offline learning schedule; meetings are held once a week."

(Q4.3) : " Every week, there will be one meeting to learn English."

(Q4.4) : " English is scheduled once a week, on Monday."

(Q4.5) : " Monday is the start day for English classes."

(Q4.6) : "If the English subjects' schedule is done once a week."

(Q4.7) : "Only once a week, online English classes are held."

(Q4.8) : "Learning English online is only done once a week."

(Q4.9) : "Once a week, the schedule for learning English online is completed."

(Q4.10): "Learning English is going well, although we only do it once a week because we are still in the midst of a pandemic and must study at home."

It can be determined from the findings of student interviews regarding how to schedule English lessons after learning online that the learning schedule for English courses is only done once a week. Because we are in the midst of a pandemic, we are only able to learn at home.

e. How is the situation when learning from home takes place? (Q5)
(Bagaimana situasi saat pembelajaran dari rumah berlangsung?)

d. How [illegible] English lessons [illegible]

(Bagaimana [illegible] dalam [illegible]

dilakukan [illegible])

(Q4.1) : [illegible] lesson [illegible]

[illegible] smooth [illegible]

[illegible] and [illegible]

(Q4.2) : [illegible] lesson [illegible]

[illegible] online learning [illegible]

[illegible] English lesson [illegible]

[illegible] the online learning [illegible]

(Q4.3) : [illegible] will be [illegible]

(Q4.4) : [illegible] added once a week [illegible]

(Q4.5) : [illegible] started [illegible] English [illegible]

(Q4.6) : [illegible] English subject [illegible]

(Q4.7) : [illegible] online English [illegible]

(Q4.8) : [illegible] English online [illegible]

(Q4.9) : [illegible] English [illegible]

[illegible]

(Q4.10) : [illegible] well, [illegible]

[illegible]

It can [illegible] from the [illegible]

[illegible] English lessons after [illegible]

[illegible] English [illegible]

[illegible] pandemic, we are [illegible]

[illegible]

. How is the effective way learning from home [illegible]

(Bagaimana [illegible] pembelajaran dari rumah [illegible])

(Q5.1) : "When I first started learning online, the environment at home was not conducive; there were numerous distractions, such as the sound of chickens or the annoying sound of car horns or motorcycles, so the online learning environment at home was ineffective; therefore, I would prefer that the learning be done online. face-to-face interactions can help me become more motivated to learn."

(Q5.2) : "Very ineffective since it is difficult for us to comprehend when the teacher explains, the network can be unstable at times, and the teacher's voice explaining is cut off."

(Q5.3) : "We don't gain much experience, thus we're less effective than if we studied at school."

(Q5.4) : "When I study online at home, the atmosphere is not pleasant, and I am occasionally disturbed by my sister."

(Q5.5) : "It is ineffective in my opinion because it is quite difficult to connect to the internet network, especially since I reside in a village where internet connection is scarce."

(Q5.6) : "Why is it less effective? Because there are so many barriers when studying online, such as internet quotas running out, network instability, and so on, my enthusiasm to learn decreases."

(Q5.7) : "Because my experience studying at home has numerous difficulties, such as the sound of television, automobiles, motorcycles, and so on, the atmosphere when studying online at home is quite unproductive. This discourages me from studying at home."

(Q5.8) : "When I study online at home, I find that I am less excited about receiving the material effectively because the environment at home is not conducive to online learning."

(Q5.9): "The learning environment at home is pleasant, but owing to time constraints, I have not fully grasped the content, which lowers my drive to study."

(Q5.10): "Because we don't meet pals, the scenario or ambiance at home when I study online is less exciting and ineffective."

The researcher discovered that the atmosphere while students study online at home diminishes their interest and motivation in learning based on the students' responses. While studying from home, pupils are unhappy and idle. Face-to-face studying is a comfortable experience for students. Student learning motivation is critical in the teaching and learning process, as we all know. It is required because someone who lacks motivation to study will be unable to complete learning tasks. This is a sign that something that needs to be done doesn't bother him as long as it doesn't bother him. As a result, what a person sees naturally piques his interest, as long as it is relevant to his own interests.

So, motivation is the essential driving force that stimulates a person's learning actions in order for him to be interested in an object, because interest is a motivating instrument in learning. Intrinsic motivation and extrinsic motivation are the two types of motivation. Extrinsic motivation was found to be the most impactful element on student learning motivation in this study. Extrinsic motivation is influenced by three factors: the environment, teachers, and parents. The information was gathered through voice note interviews done via Whatsapp and completed by students in class XI IPA 3 at SMA Negeri 3 Luwu. So, in order to discover the results of the interviews, the researcher asked ten questions to the students, and ten students from class XI IPA 3 Luwu answered them.

f. How does the teacher reward you when you present your assignment well? and what kind of award? (Q6)

(Bagaimana gurumu memberikan penghargaan ketika kamu mempresentasikan tugas dengan baik? dan penghargaan seperti apa?)

(Q6.1) : "My teacher will give me good/high grades and encourage me to be more active if I present my assignment well."

(Q6. 2) : "My teacher rewards me by giving me good grades and praising me if I deliver group assignments properly."

(Q6.3) : "When I present my assignment well and fluently, my teacher gives me a plus."

(Q6.4) : "Because I consistently get good grades from the teacher, I am really enthusiastic about delivering group assignments successfully."

(Q6.5) : "When the teacher compliments me on how well I present my work, I am ecstatic."

(Q6.6) : "My teacher frequently commends me if I present my assignment well."

(Q6.7): "My instructor offers me extra marks on the subjects I present if I present them effectively, and my teacher uses me as an example for my other friends, motivating them to perform better."

(Q6.8): "The teacher usually provides good grades on the subjects I present when I present assignments."

(Q6.9): "If I present my assignment correctly, my teacher will compliment me and encourage me to improve."

(Q6.10): "In the English subjects that I presented, I received bonus points."

Berliner (2011) states that teachers are the main factor in motivating students; teachers have role models. An important role in learning activities is that they will be parents during their stay at school.

The researcher discovered that the teacher awarded awards to students who presented their tasks well, based on the findings of student interviews. If the teacher expresses gratitude to the pupils, they will be more engaged in their studies. Students will be more excited about learning as a result of this. When the teacher rewards students for mastering the content on a daily basis, the students are happier. All pupils want to know if the teacher teaches by rewarding them. In the online learning process, pupils are more engaged. Students are not just talking but also eager to respond to the teacher's inquiries.

g. How does the teacher give punishment when you make a mistake in learning? And what kind of punishment? (Q7)
(Bagaimana gurumu memberikan hukuman saat kamu melakukan suatu kesalahan dalam pembelajaran? dan hukuman seperti apa?)

(Q7.1) : "My teacher punishes me by adding to my homework when I make mistakes, such as being late in submitting assignments."

(Q7.2) : "If I'm late filling in the absences, my teacher usually punishes me by telling me not to do it again."

(Q7.3) : "When I make a mistake by forgetting to do an assignment, my teacher gives me a punishment like adding homework."

(Q7.4) : "When I make a mistake, the teacher usually gives me extra assignments."

(Q7.5) : "When I am late for a class, the teacher usually gives me a punishment, such as adding to my assignment."

(Q7.6) : "If I make a mistake, the teacher usually punishes me by advising me and giving me additional assignments."

(Q7.7) : "I frequently forget to complete instructor tasks, and when the teacher requests my assignment, I fail to complete it. The teacher then assigns me a new work with a deadline."

(Q7.8) : "When I or other friends make a mistake, the teacher gives me punishment. Punishments such as advising me to be responsible for the mandate given and adding school assignments."

(Q7.9) : "The punishment given by the teacher is to add assignments, and sometimes the teacher also gives advice."

(Q7.10): "When I make a mistake, the teacher explains what I did wrong and advises and assists pupils in correcting the error."

Based on the responses of the students, the researcher concluded that rather than punishing pupils when they make a mistake, the teacher's role should be to explain what went wrong, offer advice, and assist students in correcting the issue. Students will be able to learn from their mistakes in this manner. If they have been guided yet continue to repeat the same mistakes, they must be dealt with sternly and given sanctions (punishments).The punishment given to students must, of course, educate and be able to deter these students. Among the sanctions that educate, for example, the teacher can ask students to read a lot regarding the subjects explained by the teacher, then ask the students to summarize what they have read. This, besides being able to build a student's reading culture, of course, can add to their scientific knowledge. Especially during the COVID-19 pandemic, when students are required to study from home. This punishment is also very good for building student collaboration and responsibility. However, effective teachers must be innovative to create teaching methods that suit the needs of students. They should also use teaching methods that make students interested in learning from home, especially in English-related subjects. Teachers also use their knowledge of online learning processes to determine which ones are most effective for assisting certain students with their learning success.

h. How did your parents solve the problem of your low grades? (Q8)
***Bagaimana cara orangtuamu untuk menyelesaikan masalah nilai kamu yang rendah?* (Q8)**

(Q8.1) : "First, my parents will ask me why my grades are low and what the problem is with me getting low grades. They just ask and don't care about me."

(Q8.3): "When my grades were low, my parents did nothing; they never even encouraged me to learn online; they always insisted that I study but didn't want to know what was preventing me from doing so."

(Q8.4) : "They didn't do anything but give me advice and tell me I needed to study more."

(Q8.5) : "My parents merely told me to study and cut back on my spending."

(Q8.6) : "My parents usually give me something that pushes me to study harder so that I can achieve good scores."

(Q8.7) : "They simply disregard it, advising me to work hard in order to avoid receiving poor grades."

(Q8.8) : "My parents are understanding of my poor marks, and they always support me since they realize how difficult it is for me to earn excellent grades when studying at home, especially in English."

(Q8.9) : "If my grades are low, my parents always encourage me to focus more on studying."

(Q8.10): "It inspires me to study harder and stay focused on online learning."

Based on the responses of the kids, the researcher concluded that students would be more engaged in learning at home if they had parental support and attention. In this COVID-19 epidemic, the involvement of parents is critical. Furthermore, because all materials are sent online and

require technology facilities to be provided to children, parents must accompany their children so that they can focus on studying at home rather to using technological devices such as vehicles for entertainment. like.

According to Winingsih in his article, there are at least four roles of parents in accompanying their children to take part in learning from home or online learning as follows:

First, there's the job of being the primary teacher at home. Because parents are the primary educators for children from infancy, even while the child is still in the mother's womb, before they begin school. In this instance, parents have some control over their children's learning time and approach. Parents should remind their children to study at home on a regular basis. Remember that by completing the teacher's tasks, parents can help their children learn in a pleasant environment. Allowing the youngster to feel pressurized and emotionally stable should be avoided.

Second, I'll serve as a moderator. A facilitator is a person who serves as a source of information. If the instructor provides learning materials in the classroom, parents at home give the facilities and infrastructure that children need to learn at home. Distance learning will be successful if the essential learning facilities are available.

Last but not least, as a motivator. "Motivator" is defined as a person who stimulates others in the Big Indonesian Dictionary (KBBI). When children are having problems learning at home, parents should be able to assist them by giving motivation. Parents must also be movers and encouragers for their children in order to maintain their learning drive.

i. **How do your parents reward you if you get good grades? (Q9)**
(Bagaimana orangtuamu memberikan penghargaan kepadamu jika kamu mendapat nilai yang bagus?)

(Q9.1) : "They don't offer me an award because they are ignorant people who are preoccupied with their work, especially during this pandemic."

(Q9.2) : "My parents are thrilled and do not give me any gifts if I obtain good grades."

(Q9.3) : "if I get good grades especially in English subjects, my parents are happy and they don't give me anything they are ignorant parents."

(Q9.4) : "My parents are very happy when I get good grades, but they don't give me any gifts."

(Q9.5) : "My parents are very proud when I score well in English, and they give me awards like buying me new shoes."

(Q9.6) : "They were so happy when they found out that my average score was good, and they appreciated me."

(Q9.7) : "If I get good grades, my parents are just happy and don't give me gifts or even motivate me to study"

(Q9.8): "What is certain is that they are very happy that my grades are good, especially in English subjects, and they give me awards such as new clothes. This award given by my parents is solely so that I am more enthusiastic about learning."

(Q9.9): "Although my parents are rarely home, they are very proud of me when I get a satisfactory grade. They are not appreciated by me. But they always give their best when I study online and make me excited to learn."

(Q9.10): "They are happy, and they give awards, such as giving appreciation to me and making me more enthusiastic about learning."

Based on students' answers, the researcher found that by giving awards to children if they get satisfactory grades, the children's enthusiasm for learning increases. This is solely to appreciate the child's efforts. Giving awards for children's achievements is an obligation that must be fulfilled by parents. After trying to be nice and study hard, parents' pride in their children usually manifests in the form of compliments when buying gifts. However, gifts are not always good things for children. Gifts received by children will actually lead to bad habits if they are too used to them, and they will even tend to spoil the child. A good form of appreciation should be expressed by parents through their words and actions that show sincere affection for the child. "When parents encourage children and provide motivation, resilience will form by itself, not only in the process of studying at home, where students are only accompanied by their parents to keep the spirit of learning.

j. How do you stay focused and concentrated when taking lessons from home? (Q10)

(Bagaiamana caramu agar tetap fokus dan kosentrasi ketika mengikuti pembelajaran dari rumah?)

(Q10.1): "To stay focused when studying online at home, I study with the intention of studying, and limiting my use of cellphones is unnecessary."

(Q10.2): "In order to stay focused when studying online at home, I try to reduce background noise. Learning while listening to sounds from other places will make the brain try harder to understand the material explained by the teacher. Listening to music can interfere with focus and even reduce efficiency when studying."

(Q10.3): "In order to stay focused when studying online at home, I look for a comfortable place to start the lesson or find a position that feels most comfortable, then take a deep breath and allow yourself to focus on that breath."

(Q10.4): "To stay focused on learning online at home, I limit myself to not playing too much on my cellphone. This will make me less focused when learning has started."

(Q10.5): "To keep focused, I limit the amount of time I spend on my cellphone for non-essential tasks."

(Q10.6): "I will find a place where I can focus on studying."

(Q10.7): "To stay focused on studying online at home, I avoid crowded settings."

(Q10.8): "When I start studying online at home, I need to stay focused on the subject and choose an area where there is no distracting noise."

(Q10.9): "I'm looking for a peaceful spot where I can concentrate on my online studies."

(Q10.10): "First, I'll find a quiet spot where I can concentrate on studying, and then I'll concentrate on the subject that the teacher will provide."

Based on the findings of student interviews, the researcher discovered that if the environment was encouraging, students would devote more time to online learning at home. All pupils must now be capable of adapting to new learning approaches. Furthermore, teaching and learning procedures carried out at home are regarded as ineffective. It will be difficult to ask questions if pupils do not grasp the content delivered by the teacher, for example, especially if the network is disrupted. Parents must also play the role of "influential teachers," monitoring the teaching process from home until the pandemic is over. You will, of course, face a variety of challenges as a result of the current constraints, one of which is the lack of online learning facilities and infrastructure. Students' social skills will deteriorate if we do not meet. Because there is no darkness or internet, studying is tough. Inactivity, such as looking at cellphones and other electronic devices, has a negative

impact on our health. Even online students, though, should want to learn at home.

B. Discussion

The discussion of the research is based on the results of student interviews that have been conducted by researchers with several research questions to determine the relationship between learning from home and motivation to learn English. The researcher found that there is a relationship between learning from home and students' learning motivation, which is very closely related to students' learning motivation. The relationship between learning from home and students' learning motivation.

Based on the results of the data obtained, the motivation of students to learn English from home is high. From the results of interviews with 10 students, it can be seen that learning English from home makes students tend to be lazy and their learning motivation decreases because it affects extrinsic motivation, such as the environment, teachers, and parents.

In the environmen side, conditions at home often cause disturbances when starting learning, be it the sound of chickens, television, car horns, or the disturbing sounds of motorbikes.

In the part of the teacher, the teacher is an important factor in realizing the implementation of these functions by meeting the needs of students. These needs include physiological needs, the need for security and comfort, the need

to be accepted and loved, the need for self-esteem, and the need for self-realization.

In the part of parents, the lack of parental attention when studying from home makes learning less interesting. Parents who are busy with their work make their children feel neglected. This condition certainly requires parents and families to accompany children, especially in the learning process. The active role of parents and families in children's education, especially during the pandemic, is very important, especially since the role of teachers and educational institutions is more limited in scope.

This is also confirmed by Gustiani (2020) Motivation has been identified as having an influence on students' online learning in today's era. It is influenced either intrinsically or extrinsically. However, because the case co-existed, extrinsic motivation was shown to have a greater impact on students' online learning participation than a peer.In this research, the method used is descriptive qualitative.

CHAPTER V

CONCLUSION AND SUGGESTIONS

The findings and recommendations from this study are presented in this chapter. Conclusions are drawn from the study questions, while suggestions are offered to English teachers and other researchers who are interested in learning English from home and student motivation.

A. Conclusion

Based on the results of interviews with students at SMA Negeri 3 Luwu, the researcher found that learning English from home makes students tend to be lazy and their motivation to learn decreases because it affects extrinsic motivation, such as the environment, teachers, and parents. In terms of providing a stimulus that affects the child's desire to participate in learning activities at home, there is a relationship between the environment, teachers, and parents. At home, the environment has the greatest impact on student learning. Based on students' answers, all students said that the environment had the greatest influence on students' learning from home.

So learning from home causes pupils to have a poor understanding of the material taught by the teacher and is frequently hampered by the network,. resulting in less effective material gained from online learning and numerous tasks assigned by the teacher. Learning motivation is critical for all students since it motivates them to continue to be excited about their studies. In contrast, without this incentive, students would struggle to comprehend the subject that the teacher

has explained. Teachers and parents alike are concerned about students' lack of drive to study at home.

B. Suggestion

Based on the results of the research that has been done, the researchers provide suggestions to:

1. For teachers, it is hoped that they can foster learning motivation in children during the learning process from home, because learning motivation does not only arise within a person but comes from outside, and the teacher can motivate students to be enthusiastic about learning.
2. Students must always take their participation in learning seriously, both at school and at home.
3. It is hoped that this research can be used as a guide in conducting research, and that the relationship between learning from home and student learning motivation is interrelated and fosters enthusiasm for learning during the learning process from home or online and can be implemented in other schools.

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APPENDIX

APPENDIX 1
Instrument of Interview

Project : **The Relationship Between Learning From Home and Students' Motivation in Learning English at SMA Negeri 3 Luwu**
Time of Interview :
Date :
Place :
Interviewer : **Afrilia AS**

1. Interview Guideline

To carry out a thesis research activity with the title "The Relationship Between Learning from Home and Students' Motivation in Learning English," we respectfully ask the students (respondents) to answer all the questions that have been provided correctly, based on the actual situation in your life. Your answer does not affect your academic process at SMA Negeri 3 Luwu.

Data will be collected via WhatsApp, which is the voice note interview guide, and please answer the following questions orally, based on your own experience, as freely as possible, because all answers are kept confidential for data collection only. This list of questions is about you. The benefits of learning from home in high school State 3 Luwu:

2. Interview questions

No	Questions
1	**How do you think is the relationship between learning from home and learning motivation? (Q1)** *(Bagaimana menurutmu hubungan antara belajar dari rumah dengan motivasi belajarmu?)*
2	**How would you feel if the teacher explained the materials to you while you were learning online? (Q2)** *(Bagaiamna menurutmu jika guru menjelaskan materi pada saat pembelajaran online?)*
3	**How do you think if learning from home continues indefinitely? (Q3)** *(Bagaimana menurutmu jika belajar dari rumah terus berlanjut hingga batas waktu yang belum ditentukan?)*
4	**How to schedule English lessons after learning is done online? (Q4)** *(Bagaimana jadwal pelajaran bahasa inggris setelah pembelajaran dilakukan secara online?)*
5	**How is the situation when learning from home takes place? (Q5)** *(Bagaimana situasi saat pembelajaran dari rumah berlangsung?)*
6	**How does the teacher reward you when you present your assignment well? and what kind of award? (Q6)** *(Bagaimana gurumu memberikan penghargaan ketika kamu mempresentasikan tugas dengan baik? dan penghargaan seperti apa?)*
7	**How does the teacher give punishment when you make a mistake in learning? And what kind of punishment? (Q7)** *(Bagaimana gurumu memberikan hukuman saat kamu melakukan suatu kesalahan dalam pembelajaran? dan hukuman seperti apa?)*
8	**How did your parents solve the problem of your low grades? (Q8)** *(Bagaimana cara orangtuamu untuk menyelesaikan masalah nilai kamu yang rendah?)*
9	**How do your parents reward you if you get good grades? (Q9)** *(Bagaimana orangtuamu memberikan penghargaan kepadamu jika kamu mendapat nilai yang bagus?)*

No	Questions
10	**How do you stay focused and concentrated when taking lessons from home? (Q10)** *(Bagaiamana caramu agar tetap fokus dan kosentrasi ketika mengikuti pembelajaran dari rumah?)*

Adapted from Renaldy Pratama(2020)

APPENDIX 2

LIST NAME OF STUDENTS

No	Namen	Class
1	ASTUI	XI IPA 3
2	MARWAH	XI IPA 3
3	MUSDALIVA	XI IPA 3
4	MAYA ELSA ASDAR	XI IPA 3
5	ANANDA PUTRI	XI IPA 3
6	ADELIN NURUL	XI IPA 3
7	ANDINI SAPUTRI	XI IPA 3
8	GHINA ANASTASYA	XI IPA 3
9	BESSE AIDA	XI IPA 3
10	ICA SAPUTRI ANSAR	XI IPA 3

APPENDIX 3

Transcript of Interview

Student 1

Interview : **Astuti**

Date of Interview : **December, 24th 2021**

Time of Interview : **13.32 WIB**

Place : **Online Interview Via Whatsapp**

Researcher : **"*Assalamualaikum warahmatullahi wabarokatuh,* How do you think is the relationship between learning from home and learning motivation?"**

Student(Q1.1) : "Waalaikumsalam kak,, So, in my opinion, the relationship between learning from home and learning motivation is very close and mutually sustainable, because during the current pandemic, I or the school is currently in online or online learning, and we really need motivation, whether it comes from the teacher, family, or the surrounding environment, because we don't deal directly with the teacher, and it will reduce the value of the learning system, especially in learning English.".

Researcher : **"How would you feel if the teacher explained the materials to you while you were learning online?"**

Student(Q1.2) : "When I'm learning online, I don't grasp what the teacher is saying."

Researher : **"How do you think if learning from home continues indefinitely?"**

Student(Q1.3) : "I disagree that studying at home takes a long time because the things provided by the teacher, particularly in English topics, are not properly understood".

Researcher : **"How to schedule English lessons after learning is done online?"**

Student(Q1.4) : " The schedule for English lessons, after being done online, continues to run smoothly as usual. Sis, in a week there is 1 meeting, namely Monday."

Researcher : **"How is the situation when learning from home takes place?"**

Student(Q1.5) : "When I first started learning online, sis, the environment at home was not conducive; there were many distractions, whether it was the sound of chickens or the annoying sound of car or motorcycle horns, so the online learning environment at home was ineffective; I prefer learning done face to face, which can increase my learning motivation."

Reseacher : **"How does the teacher reward you when you present your assignment well? and what kind of award?"**

Student(Q1.6) : "My teacher will give me good/high grades and encourage me to be more active if I present my assignment well."

Reseacher : **"How does the teacher give punishment when you make a mistake in learning? And what kind of punishment?"**

Student(Q1.7) : "My teacher punishes me by adding to my homework when I make mistakes, such as being late in submitting assignments."

Reseacher : **"How did your parents solve the problem of your low grades?"**

Student(Q1.8) : "My parents first inquired as to why my grades were so bad, after which they counseled and encouraged me to study more diligently."

Reseacher : **"How do your parents reward you if you get good grades?"**

Student(Q1.9) : "When I obtain good scores, especially in English classes, they award me."

Reseacher : **"How do you stay focused and concentrated when taking lessons from home?"**

Student(Q1.10) : "To stay focused when studying online at home, I study with the intention of studying, and limiting my use of cellphones is unnecessary."

Student 2

Interview : **Marwah**

Date of Interview : **December, 24th 2021**

Time of Interview : **14.32 WIB**

Place : **Online Interview Via Whatsapp**

Researcher : **"*Assalamualaikum warahmatullahi wabarokatuh,* How do you think is the relationship between learning from home and learning motivation?"**

Student(Q1.1) : "Waalaikumsalam kak, The relationship between learning from home and motivation, in my opinion, is intertwined because student learning motivation and learning from home will determine student success."

Researcher : **"How would you feel if the teacher explained the materials to you while you were learning online?"**

Student(Q1.2) : "I don't understand the material that the teacher gave during the lesson."

Researher : **"How do you think if learning from home continues indefinitely?"**

Student(Q1.3) : "In my opinion, if you continue to study at home for an indefinite time, it will make me feel bored, because studying at home and studying at school are very different, and in transferring the knowledge given by the teacher, it will also be different. I feel this online learning is lacking in understanding a material. It is different when I study at school, because the teacher explains directly, it is easier to understand than explaining through online learning media."

Researcher : **"How to schedule English lessons after learning is done online?**

Student(Q1.4) : "The English lesson schedule after online learning is the same as the offline learning schedule; nothing has changed. The meeting is once a week."

Researcher : **"How is the situation when learning from home takes place?"**

Student(Q1.5) : "Because it is difficult for us to understand when the teacher explains, sometimes the network is unstable, and the teacher's voice explaining is cut off."

Reseacher : **"How does the teacher reward you when you present your assignment well? and what kind of award?"**

Student(Q1.6) : "If I present my group assignments well, my teacher gives me awards, such as giving me good grades and appreciating me."

Reseacher : **"How does the teacher give punishment when you make a mistake in learning? And what kind of punishment?"**

Student(Q1.7) : "If I'm late filling in my absence, usually my teacher gives me a punishment, such as advising me not to be late again."

Reseacher : **"How did your parents solve the problem of your low grades?**

Student(Q1.8) : "My parents were one of the parents who didn't pay attention to me, but when they found out that my grades were low, they would encourage me, especially my mother."

Reseacher : **"How do your parents reward you if you get good grades?"**

Student(Q1.9) : "If I get good grades, my parents usually give me gifts like a new bag or new shoes"

Reseacher : **"How do you stay focused and concentrated when taking lessons from home?**

Student(Q1.10): "To stay focused when studying online at home, I study with the intention of studying, and limiting my use of cellphones is unnecessary."

Student 3

Interview : **Musdalifah**

Date of Interview : **December, 24th 2021**

Time of Interview : **13.28 WIB**

Place : **Online Interview Via Whatsapp**

Researcher : **"*Assalamualaikum warahmatullahi wabarokatuh,* How do you think is the relationship between learning from home and learning motivation?"**

Student(Q1.1) : "In my opinion, they are interrelated because, without motivation, there is less interest in learning, especially now during the pandemic. We learn from home, and we must have the motivation to learn, especially in English lessons."

Researcher : **"How would you feel if the teacher explained the materials to you while you were learning online?"**

Student(Q1.2) : "I don't understand, Sis, what the teacher explained when studying online. Maybe it's because my network is not stable."

Researher : **"How do you think if learning from home continues indefinitely?"**

Student(Q1.3) : "I don't agree that learning from home lasts a long time because the materials explained by the teacher are not well understood, especially in English subjects."

Researcher : **"How to schedule English lessons after learning is done online?"**

Student(Q1.4) : "English learning schedule every week: 1 meeting Monday"

Researcher : **"How is the situation when learning from home takes place?"**

Student(Q1.5) : "It is less effective because we don't get much experience, rather than studying at school."

Reseacher : **"How does the teacher reward you when you present your assignment well? and what kind of award?"**

Student(Q1.6) : "When I present my assignment well and smoothly,my teacher gives me a plus."

Reseacher : "How does the teacher give punishment when you make a mistake in learning? And what kind of punishment?"

Student(Q1.7) : "When I make a mistake, sis, by forgetting to do the assignment, then my teacher gives me a punishment like adding homework."

Reseacher : "How did your parents solve the problem of your low grades?"

Student(Q1.8) : "My parents asked me what my obstacles were and what my difficulties were when studying, after which my mother would help me improve my low grades."

Reseacher : "How do your parents reward you if you get good grades?"

Student(Q1.9) : "If I get good grades, especially in English subjects, my parents are happy, and as a form of their appreciation, they give me an award in kind."

Reseacher : "How do you stay focused and concentrated when taking lessons from home?"

Student(Q1.10): "In order to stay focused while studying online at my sister's house, I look for a comfortable place to start lessons or find a position that I feel comfortable in."

Student 4

Interview : **Mayaelsa Asdar**

Date of Interview : **December, 25th 2021**

Time of Interview : **13.04 WIB**

Place : **Online Interview Via Whatsapp**

Researcher : **"*Assalamualaikum warahmatullahi wabarokatuh,* How do you think is the relationship between learning from home and learning motivation?"**

Student(Q1.1) : "I think you are related to each other, because without motivation, we don't have the enthusiasm to learn online"

Researcher : **"How would you feel if the teacher explained the materials to you while you were learning online?"**

Student(Q1.2) : "When I don't understand, I usually look up on the internet about the material that the teacher explains."

Researher : **"How do you think if learning from home continues indefinitely?"**

Student(Q1.3) : "I don't agree because it's not good when I study at home. I don't directly interact with the teacher, and sometimes I don't understand the material being explained."

Researcher : **"How to schedule English lessons after learning is done online?"**

Student(Q1.4) : "English is scheduled once a week, on Monday."

Researcher : **"How is the situation when learning from home takes place?"**

Student(Q1.5) : "kak, the environment at my house when I study online is not pleasant, and I am occasionally bothered by my sister."

Reseacher : **"How does the teacher reward you when you present your assignment well? and what kind of award?"**

Student(Q1.6) : "I'm quite excited, Sis, to deliver group assignments successfully because the teacher consistently gives me good ratings."

Student 4

Interview : [illegible] Isa Asdar

Date of Interview : [illegible] November, 25th 20[illegible]

Time of Interview : 13.0[illegible] AM

Place : [illegible] Interview [illegible] Ahmad [illegible]

Researcher : "[illegible] Ahmad [illegible] [illegible] (6) [illegible] [illegible] [illegible]

Reseacher : "How does the teacher give punishment when you make a mistake in learning? And what kind of punishment?"

Student(Q1.7) : "When I make a mistake, such as neglecting to complete an assignment, my teacher punishes me by adding an assignment to my workload."

Reseacher : "How did your parents solve the problem of your low grades?"

Student(Q1.8) : "Mother's solution to my poor grades, particularly in English subjects, is for her to accompany me when I study at home or online."

Reseacher : "How do your parents reward you if you get good grades?"

Student(Q1.9) : "When I achieve good grades, my parents are overjoyed, and they reward me by providing for my requirements while studying online."

Reseacher : "How do you stay focused and concentrated when taking lessons from home?"

Student(Q1.10): "To stay focused on learning online at home, I limit myself to not playing too much on my cellphone. This will make me less focused when learning has started."

Student 5

Interview : **Ananda Putri**

Date of Interview : **December, 25th 2021**

Time of Interview : **13.04 WIB**

Place : **Online Interview Via Whatsapp**

Researcher : **"*Assalamualaikum warahmatullahi wabarokatuh,* How do you think is the relationship between learning from home and learning motivation?"**

Student(Q1.1) : "The relationship between learning from home and students' learning motivation exists, but it's not like face-to-face because there's more interaction."

Researcher : **"How would you feel if the teacher explained the materials to you while you were learning online?"**

Student(Q1.2) : "I do not understand the material explained by the teacher, especially in learning English"

Researher : **"How do you think if learning from home continues indefinitely?"**

Student(Q1.3) : "I don't agree, because studying at home makes us not get much experience. Because everything is online, it usually makes students lazy to study."

Researcher : **"How to schedule English lessons after learning is done online?"**

Student(Q1.4) : "Monday through Thursday is the week for English classes."

Researcher : **"How is the situation when learning from home takes place?"**

Student(Q1.5) : "In my opinion, Sis is less effective because it is very difficult to reach the internet network, especially since I live in a village where access to the internet network is difficult to obtain."

Reseacher : **"How does the teacher reward you when you present your assignment well? and what kind of award?**

Student 5

Interview : [illegible] Pari

Date of Interview : [illegible], 15th [illegible]

Time of Interview : [illegible] WIB

Place : [illegible] Interview [illegible] Hasan

Researcher : "[illegible] motivation [illegible] for [illegible] is the relationship [illegible] [illegible] motivation."

Student(Q1.1) : "[illegible] relationship between [illegible] [illegible] motivation exists [illegible] motivation."

Researcher : "[illegible] were your feel if the teacher [illegible] were learning [illegible]

Student(Q1.2) : "[illegible] understand the material [illegible] [illegible] learning English."

Researcher : "[illegible] do you think if learning [illegible] [illegible]?"

Student(Q1.3) : "I don't [illegible] because [illegible] [illegible] [illegible] easy to study."

Researcher : "[illegible] to develop English learning [illegible] [illegible] [illegible]?"

Student(Q1.4) : "[illegible] through [illegible] is the [illegible]"

Researcher : "[illegible] the situation when [illegible] [illegible] [illegible]?"

Student(Q1.5) : "[illegible] Sir [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]

Researcher : "[illegible] the teacher [illegible] [illegible] assignment well? [illegible]"

Student(Q1.6) : "I am excited when the teacher gives me good grades if I present my assignment well."

Reseacher : "How does the teacher give punishment when you make a mistake in learning? And what kind of punishment?"

Student(Q1.7) : "When I am late for a subject, the teacher usually gives me a punishment, such as adding to my assignment."

Reseacher : "How did your parents solve the problem of your low grades?"

Student(Q1.8) : "My parents always encourage me to study diligently and play less, especially now that learning is done online."

Reseacher : "How do your parents reward you if you get good grades?"

Student(Q1.9) : "My parents were very proud when I got good grades in my English subject, and they also gave me awards, such as buying me new shoes."

Reseacher : "How do you stay focused and concentrated when taking lessons from home?"

Student(Q1.10): "I've reduced the amount of time I spend on my cellphone for unimportant things in order to stay focused."

Student 6

Interview : **Adelina**

Date of Interview : **December, 25th 2021**

Time of Interview : **10.44 WIB**

Place : **Online Interview Via Whatsapp**

Researcher : **"*Assalamualaikum warahmatullahi wabarokatuh*, How do you think is the relationship between learning from home and learning motivation?"**

Student(Q1.1) : "In my opinion, the relationship can't be separated because learning from home is influenced by motivation."

Researcher : **"How would you feel if the teacher explained the materials to you while you were learning online?**

Student(Q1.2) : "I don't understand Sis. This makes it difficult for me to study at home"

Researher : **"How do you think if learning from home continues indefinitely?"**

Student(Q1.3) : "I don't agree, sis, because studying at home has a lot of annoying obstacles."

Researcher : **"How to schedule English lessons after learning is done online?"**

Student(Q1.4) : "If for the schedule of English subjects, Sis, it is done once a week."

Researcher : **"How is the situation when learning from home takes place?"**

Student(Q1.5) : "In my opinion, Sis is less effective because it is very difficult to reach the internet network, especially since I live in a village where access to the internet network is difficult to obtain."

Reseacher : **"How does the teacher reward you when you present your assignment well? and what kind of award?"**

Student(Q1.6) : "If I present my assignment well, Sis, my teacher usually gives me appreciation."

Reseacher : "How does the teacher give punishment when you make a mistake in learning? And what kind of punishment?"

Student(Q1.7) : "If I make a mistake, Sis, the teacher usually punishes me by advising me and giving me additional assignments."

Reseacher : "How did your parents solve the problem of your low grades?"

Student(Q1.8) : "Usually, my parents give me what motivates me to study harder so I can get good grades"

Reseacher : "How do your parents reward you if you get good grades?"

Student(Q1.9) : "Usually, my parents give me what inspires me to study harder, so I can get good grades."

Reseacher : "How do you stay focused and concentrated when taking lessons from home?"

Student(Q1.10): "I will look for a place where I can focus on studying for, kak."

Student 7

Interview : **Andini Saputry**

Date of Interview : **December, 25th 2021**

Time of Interview : **17.16 WIB**

Place : **Online Interview Via Whatsapp**

Researcher : **"Assalamualaikum warahmatullahi wabarokatuh, How do you think is the relationship between learning from home and learning motivation?**

Student(Q1.1) : "In my opinion, the relationship between learning from home and learning motivation requires each other, why is it because when we study at home it requires motivation or enthusiasm to start lessons, like during the covid-19 pandemic it requires us to study at home or online, well without any motivation"

Researcher : **"How would you feel if the teacher explained the materials to you while you were learning online?"**

Students(Q1.2) : "When the teacher explained the subject matter, especially in English subjects, I did not understand the material presented because the learning was online."

Researher : **"How do you think if learning from home continues indefinitely?"**

Student(Q1.3) : "I don't agree if studying at home continues for a long time, because the teacher always gives a lot of assignments, and I'm too lazy to do these assignments."

Researcher : **"How to schedule English lessons after learning is done online?"**

Student(Q1.4) : " English lessons are conducted online only once a week."

Researcher : **"How is the situation when learning from home takes place?"**

Student(Q1.5) : "The atmosphere when studying online at my house is very ineffective because my experience of studying at home has many obstacles, such as the sound of television, the sound of

cars, motorbikes, and so on. This makes me not motivated to study at home."

Reseacher : "How does the teacher reward you when you present your assignment well? and what kind of award?"

Student(Q1.6) : "If I present my assignments well, my teacher gives me additional marks on the subjects I present, and my teacher makes me an example for other friends, so that they are motivated to do even better."

Reseacher : "How does the teacher give punishment when you make a mistake in learning? And what kind of punishment?"

Student(Q1.7) : "I usually forget to do assignments from the teacher, so the teacher asks for my assignment, but I forget to do it. The teacher then gives me an additional task with a time limit."

Reseacher : "How did your parents solve the problem of your low grades?"

Student(Q1.8) : "It gives me support and doesn't require me to get good grades."

Reseacher : "How do your parents reward you if you get good grades?"

Student(Q1.9) : " If I get good grades, my parents give me gifts, such as adding pocket money, on the condition that I study better in order to get good grades."

Reseacher : "How do you stay focused and concentrated when taking lessons from home?"

Student(Q1.10): "To stay focused on studying online at home, I avoid crowded settings."

Student 8

Interview : **Ghina**

Date of Interview : **December, 26th 2021**

Time of Interview : **17.16 WIB**

Place : **Online Interview Via Whatsapp**

Researcher : **"*Assalamualaikum warahmatullahi wabarokatuh*, How do you think is the relationship between learning from home and learning motivation?"**

Student(Q1.1) : "In my opinion, Sis, the relationship between learning from home and school is very closely related and cannot be separated; they need each other.

Researcher : **"How would you feel if the teacher explained the materials to you while you were learning online?"**

Student(Q1.2) : "I don't understand, Sis, if the teacher explains through online learning, I prefer it when learning is done face-to-face"

Researher : **"How do you think if learning from home continues indefinitely?"**

Student(Q1.3) : "In my opinion, if online learning lasts a long time, it makes me miss the materials given by the teacher, because the material explained by the teacher online is not necessarily understood by me."

Researcher : **"How to schedule English lessons after learning is done online?**

Student(Q1.4) : "Learning English online is only done once a week"

Researcher : **"How is the situation when learning from home takes place?"**

Student(Q1.5) : "In my experience, studying online at home makes me less enthusiastic about receiving the material properly because the environment at home is not conducive to online learning."

Reseacher : **"How does the teacher reward you when you present your assignment well? and what kind of award?"**

Student(Q1.6) : "When I present my assignment, the teacher usually gives me good grades on the subjects I present."

Reseacher : "How does the teacher give punishment when you make a mistake in learning? And what kind of punishment?"

Student(Q1.7) : "When I or other friends make a mistake, the teacher gives me punishment. Punishments such as advising me to be responsible for the mandate given and adding school assignments"

Reseacher : "How did your parents solve the problem of your low grades?"

Student(Q1.8) : "My parents understand, Sis. If I get a low grade, they always encourage me, because they know that studying from home is not easy for me to get good grades, especially in English."

Reseacher : "How do your parents reward you if you get good grades?"

Student(Q1.9) : "My parents are very happy that my grades are good, sis, especially in English subjects, and they give me awards like new clothes. This award given by my parents is solely so that I am more enthusiastic about learning."

Reseacher : "How do you stay focused and concentrated when taking lessons from home?"

Student(Q1.10): "When I start studying online at home, stay focused on your subjects, and then look for a place where there is no distracting noise."

Student 9

Interview : **Besse Aida**

Date of Interview : **December, 26th 2021**

Time of Interview : **17.16 WIB**

Place : **Online Interview Via Whatsapp**

Researcher : **"Assalamualaikum warahmatullahi wabarokatuh, How do you think is the relationship between learning from home and learning motivation?**

Student(Q1.1) : "In my opinion, the relationship between learning from home and motivation has a relationship that is related or interconnected."

Researcher : **"How would you feel if the teacher explained the materials to you while you were learning online?**

Student(Q1.2) : "In my opinion, when the teacher explains learning material online, it is difficult for me to understand, especially when the material is in English."

Researher : **"How do you think if learning from home continues indefinitely?"**

Student(Q1.3) : " I don't agree if studying from home lasts a long time, because if you study at home, the teacher gives only assignments and assignments."

Researcher : **"How to schedule English lessons after learning is done online?"**

Student(Q1.4) : "The schedule for learning English online is done once a week."

Researcher : **"How is the situation when learning from home takes place?"**

Student(Q1.5) : "The atmosphere of learning at home is not enjoyable, but due to time constraints, I have not fully understood the material, which reduces my motivation to study."

Reseacher : **"How does the teacher reward you when you present your assignment well? and what kind of award?"**

Student 2

Interview : [illegible] Aida

Date of Interview : [illegible] October 10th 20[illegible]

Time of Interview : [illegible] 2[illegible]B

Place : [illegible] Interview via Whatsapp

Researcher : [illegible] dalam [illegible] [illegible] the relationship [illegible] and learning motivation?

Student(Q1.1) : [illegible] on the [illegible] [illegible] relationship [illegible] [illegible]

Researcher : [illegible] you for the [illegible] the [illegible] [illegible] when you were learning [illegible]

Student(Q1.2) : [illegible] when the teacher [illegible] [illegible] English

Researcher : [illegible] you think it learning [illegible] [illegible]

Student(Q1.3) : [illegible] studying from home [illegible] the teacher [illegible] [illegible]

Researcher : [illegible] Include English learning [illegible] [illegible]

Student(Q1.4) : [illegible] for learning [illegible]

Researcher : [illegible] situation when [illegible]

Student(Q1.5) : [illegible] of learning [illegible] [illegible] motivation to study

Researcher : [illegible] the teacher [illegible] you [illegible] well" and what [illegible]

Student(Q1.6) : "If I present my assignment well, my teacher will give me praise and motivate me to be better than before"

Reseacher : "How does the teacher give punishment when you make a mistake in learning? And what kind of punishment?"

Student(Q1.7) : "The punishment given by the teacher,is to add assignments, and sometimes the teacher also gives advice."

Reseacher : "How did your parents solve the problem of your low grades?"

Student(Q1.8) : "If my grades are low, my parents always encourage me to focus more on studying."

Reseacher : "How do your parents reward you if you get good grades?"

Student(Q1.9) : "Although my parents are rarely home, they are very proud of me when I get a satisfactory grade. They are not appreciated by me. But they always give their best when I study online and make me excited to learn."

Reseacher : "How do you stay focused and concentrated when taking lessons from home?"

Student(Q1.10): "So I'm looking for a place that isn't noisy so I can stay focused on online learning."

Student 10

Interview : **Ica Saputri**

Date of Interview : **December, 26th 2021**

Time of Interview : **17.16 WIB**

Place : **Online Interview Via Whatsapp**

Researcher : **"Assalamualaikum warahmatullahi wabarokatuh, How do you think is the relationship between learning from home and learning motivation?"**

Student(Q1.1) : "In my opinion, Sis, the relationship between learning from home and learning motivation is related and related."

Researcher : **"How would you feel if the teacher explained the materials to you while you were learning online?"**

Student(Q1.2) : "I think when the teacher starts the lesson, and explains the learning material online, it will be difficult for me to understand, even though the teacher explains repeatedly, because learning online sometimes makes me feel bored and sleepy."

Researher : **"How do you think if learning from home continues indefinitely?"**

Student(Q1.3) : "As a student, I don't agree if learning from home continues until an undetermined time limit, because the teacher gives more assignments than explained, so I don't understand the assignments given by the teacher."

Researcher : **"How to schedule English lessons after learning is done online?"**

Student(Q1.4) : "Learning English is going well and is only done once a week. This is because we are still in a pandemic period, so we need to study at home."

Researcher : **"How is the situation when learning from home takes place?"**

Student(Q1.5) : "The situation or atmosphere at home when I study online is less interesting and ineffective, Sis, because we don't meet friends."

Reseacher : "How does the teacher reward you when you present your assignment well? and what kind of award?"

Student (Q1.6) : "I was given additional marks in the English subjects that I presented."

Reseacher : "How does the teacher give punishment when you make a mistake in learning? And what kind of punishment?"

Student(Q1.7) : "When I made a mistake, Sis, the teacher told me what I was doing wrong, and the teacher advised and helped students correct the mistake"

Reseacher : "How did your parents solve the problem of your low grades?"

Student(Q1.8) : "It gives me enthusiasm to study better and stay focused on online learning."

Reseacher : "How do your parents reward you if you get good grades?"

Student(Q1.9) : "They are happy and they give awards, such as giving appreciation to me and making me more enthusiastic about learning."

Reseacher : "How do you stay focused and concentrated when taking lessons from home?"

Student(Q1.10): "First I will find a place where I can focus on studying, and then I will focus on the subject that will be delivered by the teacher."

APPENDICES 3

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN
- Alamat kantor: Jl.Sultan Alauddin N0.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بسم الله الرحمن الرحيم

SURAT KETERANGAN BEBAS PLAGIAT

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

Nama : Afrilia AS

NIM : 105351107617

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	10 %	10 %
2	Bab 2	9 %	25 %
3	Bab 3	6 %	10 %
4	Bab 4	0 %	10 %
5	Bab 5	0 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 3 Februari 2022

Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,

Nurs[illegible] Hum.,M.I.P

NBM. 964 591

Jl. Sultan Alauddin no 259 makassar 90222
Telepon (0411)866972,881 593,fax (0411)865 588
Website: www.library.unismuh.ac.id
E-mail : perpustakaan@unismuh.ac.id

APPENDICES 4

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Sultan Alauddin No. 259 Makassar
Telp 0411-860837/ 860132 (Fax)
Email fkip@unismuh.ac.id
Web https://fkip.unismuh.ac.id

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

Nomor : 7486/FKIP/A.4-II/XI/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	:	Afrilia As
Stambuk	:	105351107617
Program Studi	:	Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir	:	Larompong, kabupaten Luwu / 18-07-1998
Alamat	:	Jln. Mallengkeri,Kel. Mangasa,Kec. Tamalate

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: THE RELATIONSHIP BETWEEN LEARNING FROM HOME AND STUDENTS' MOTIVATION TO IMPROVE READING SKILL AT SMA NEGERI 3 LUWU

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

Wassalamu Alaikum
Warahmatullahi
Wabarakatuh.

Makassar, 3 Rabi'ul Akhir 1443 H
08 Nopember 2021 M

Dekan

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

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 E-mail :lp3munismuh@plasa.com

بسم الله الرحمن الرحيم

or : 4924/05/C.4-VIII/XI/43/2021 — 04 Rabiul Akhir 1443 H
p : 1 (satu) Rangkap Proposal — 09 November 2021 M
: 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: 7486/FKIP/A.4-II/XI/1443/2021 tanggal 8 Nopember 2021, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **AFRILIA AS**
No. Stambuk : **10535 1107617**
Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan : **Pendidikan Bahasa Inggris**
Pekerjaan : **Mahasiswa**

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

"The Relationship Between Learning From Home and Students' Motivation to Improve Reading Skill at SMA Negeri 3 Luwu"

Yang akan dilaksanakan dari tanggal 10 November 2021 s/d 10 Januari 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

11-21

1 2 0 2 1 1 9 3 0 0 1 3 6 4 4

PEMERINTAH PROVINSI SULAWESI SELATAN

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN

Nomor : 23086/S.01/PTSP/2021
Lampiran : -
Perihal : Izin Penelitian

KepadaYth.
Kepala Dinas Pendidikan Prov. Sulsel

di-
Tempat

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 4924/05/C.4-VIII/XI/43/2021 tanggal 09 November 2021 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

Nama	: AFRILIA AS
Nomor Pokok	: 105351107617
Program Studi	: Pend. Bahasa Inggris
Pekerjaan/Lembaga	: Mahasiswa(S1)
Alamat	: Jl. Slt Alauddin No. 259, Makassar

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

" THE RELATIONSHIP BETWEEN LEARNING FROM HOME AND STUDENTS' MOTIVATION [redacted] READING SKILL AT SMA NEGERI 3 LUWU "

Yang akan dilaksanakan dari : Tgl. ***10 November s/d 10 Desember 2021***

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami ***menyetujui*** kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.
Dokumen ini ditandatangani secara elektronik dan Surat ini dapat dibuktikan keasliannya dengan menggunakan ***barcode***,
Demikian surat izin penelitian ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada tanggal : 10 November 2021

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU 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 10-11-2021

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
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Web : bg.fkip.unismuh.ac.id

بســـم اللـه الرحـمن الرحيـــم

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : AFRILIA AS

NIM : 105351107617

Judul Penelitian : The Relationship between learning from home and students' motivation in learning english at SMA Negeri 3 Luwu

Tanggal Ujian Proposal : Jumat, 29 Oktober 2021

Tempat/Lokasi Penelitian : SMA Negeri 3 Luwu

No	Hari/tanggal	Kegiatan Penelitian	NamaGuru/terkait	Paraf Guru/terkait
1	Jumat 12/11/2021	Menemui kepala sekolah dan guru yang bersangkut	SUMARTI, S.S, M.Pd	
2				
3	Senin 15/11/2021	Melakukan wawancara	SUMARTI, S.S. M.Pd	
4				
5	Senin 22/11/2021	Penandatangan surat keterangan sudah meneliti	SUMARTI, S.S., M.Pd	

Larompong, 29 November 2021

Mengetahui,

Ketua Program Studi,
EKIP Unismuh Makassar

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

Kepala UPT SMA Negeri 3 Luwu

Dra. Hj. Andi Rawe, M.Pd
NIP 196812311994122018

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 3 LUWU
Alamat : Jalan Poros Palopo Makassar Km.70, Kel. Larompong, Kec. Larompong, Kab. Luwu, Sulawesi Selatan, Kode Pos 91997
Website : www.sman3luwu.sch.id – Email : sman3luwu@gmail.com

SURAT KETERANGAN SELESAI PENELITIAN

Nomor : 421.3/ 121 – UPT SMAN 3/LUWU/DISDIK

Yang bertanda tangan di bawah ini Kepala SMA Negeri 3 Luwu Kabupaten Luwu menerangkan bahwa :

Nama	:	**AFRILIA AS**
Nomor Pokok Mahasiswa	:	105351107617
Program Studi	:	Pendidikan Bahasa Inggris
Pekerjaan	:	Mahasiswa (S1)
Alamat	:	Kelurahan Larompong Kecamatan Larompong Kabupaten Luwu

Bahwa yang bersangkutan telah selesai melaksanakan penelitian di SMA Negeri 3 Luwu pada Tanggal 12 Nopember s.d. 22 Nopember 2021 dalam rangka penyusunan Skripsi Program S1 dengan judul :

" THE RELATIONSHIP BETWEEN LEARNING FROM HOME AND STUDENTS' MOTIVATION IN LEARNING ENGLISH AT SMA NEGERI 3 LUWU "

Demikian **Surat Keterangan** ini diberikan untuk dipergunakan sebagaimana mestinya.

Larompong, 29 Nopember 2021

Kepala UPT SMAN 3 Luwu,

PEMERINTAH PROVINSI SULAWESI SELATAN UPT SEKOLAH MENENGAH ATAS NEGERI 3 LUWU KABUPATEN LUWU DINAS PENDIDIKAN

Drs. Hj. ANDI RAWE, M.Pd
Pangkat : Pembina TK.I
NIP. 19681231 199412 2 018

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
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LETTER OF ACCEPTANCE
0486/BG-FKIP/LOA/B/IV/1443/2022

Dear AFRILIA AS

It is our pleasure to inform you that, after reviewing your paper:

THE STUDENTS' MOTIVATION IN LEARNING ENGLISH FROM HOME AT SMA NEGERI 3 LUWU
The manuscript ID: 64

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, 27 April 2022 M
26 Ramadhan 1443 H

Head of English Education Department
Faculty of Teacher Training and Education

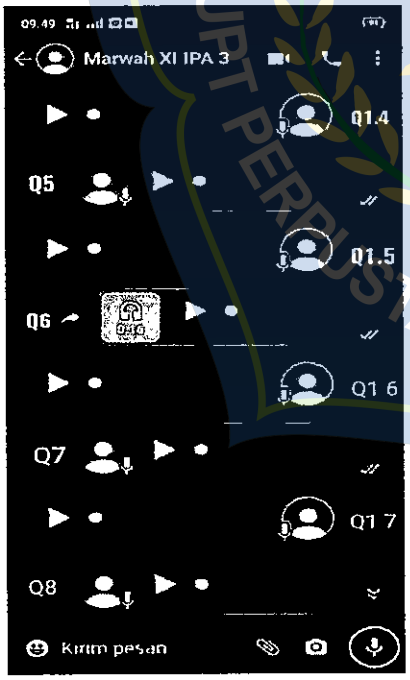
Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

APPENDICES 5

DOCUMENTATION

Student 1(Astuti XI IPA 3)

Student 2 (Marwah XI IPA 3)



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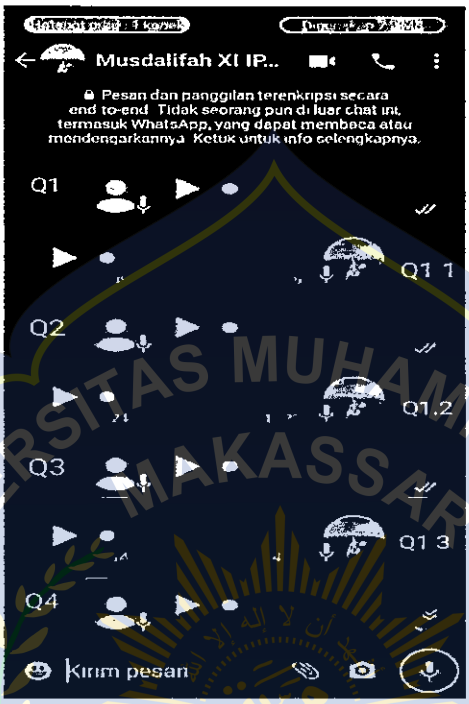

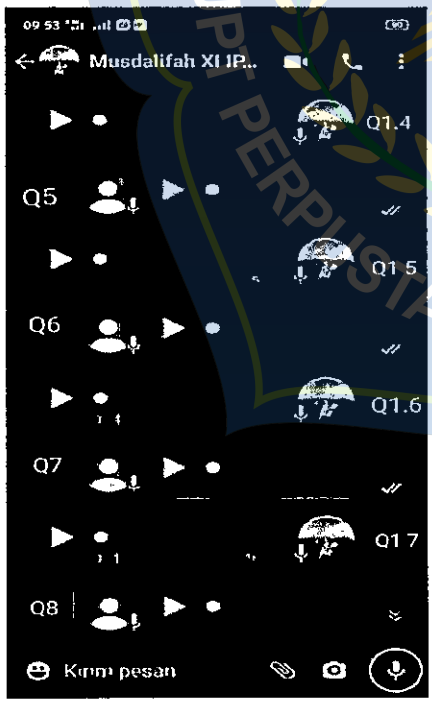

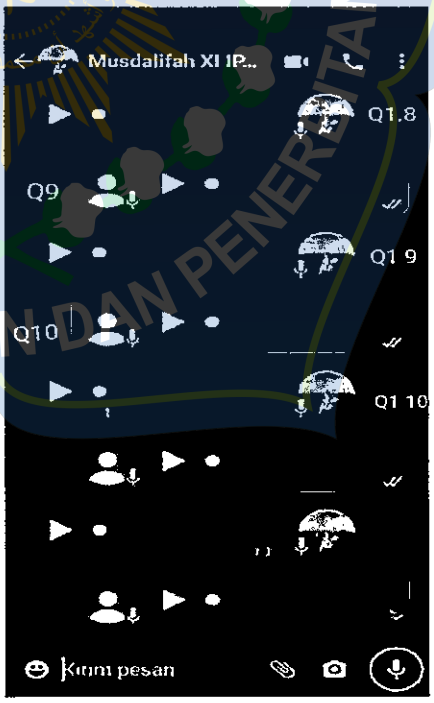

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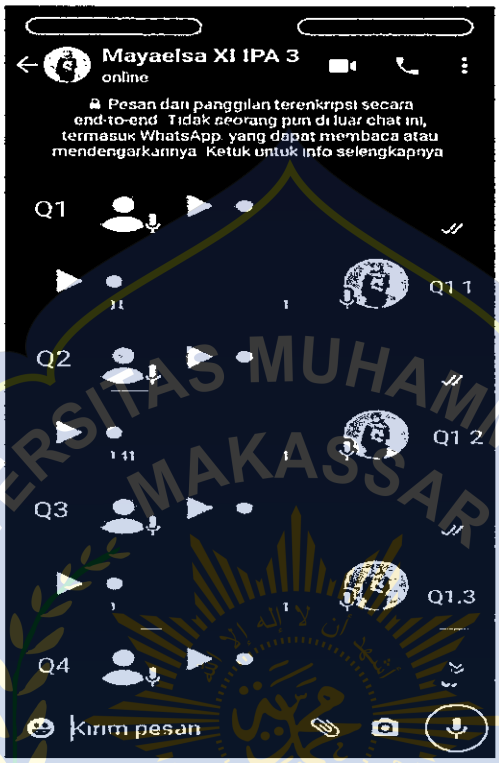

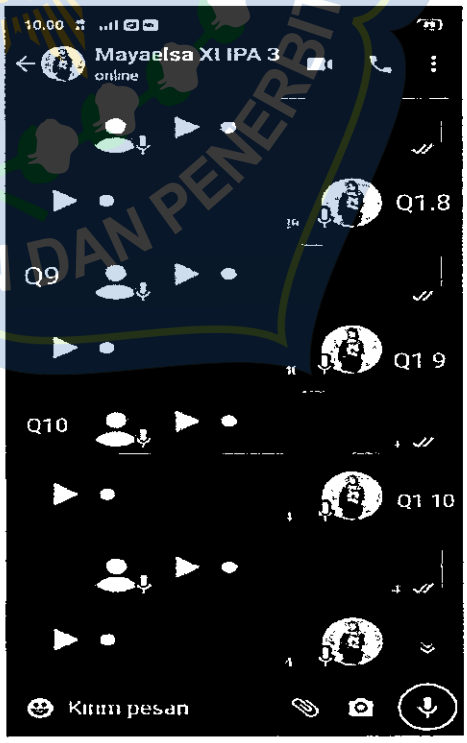

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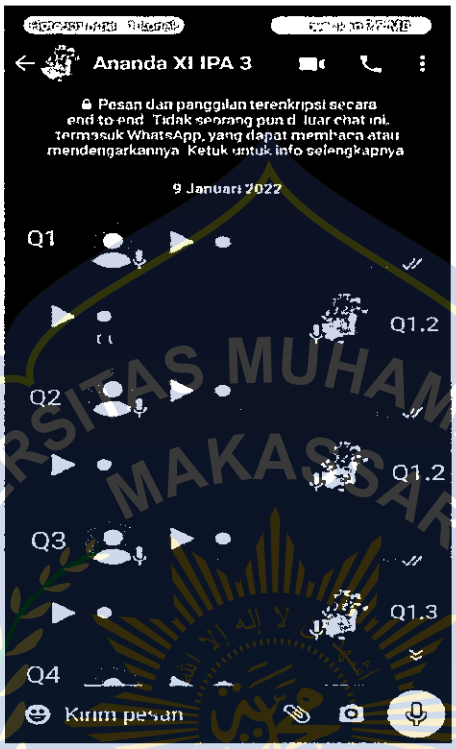

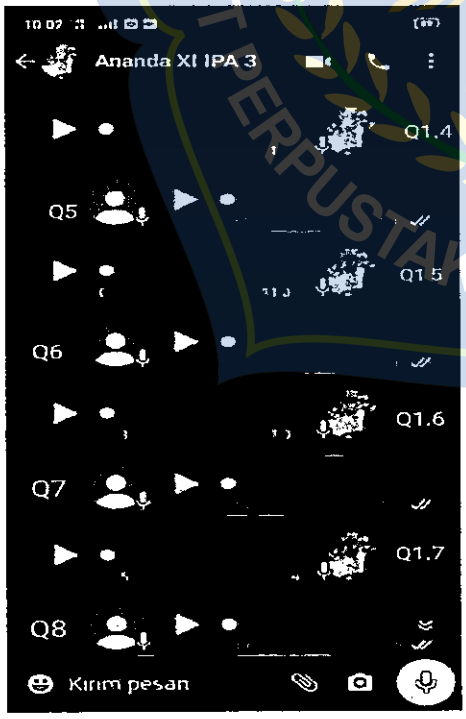

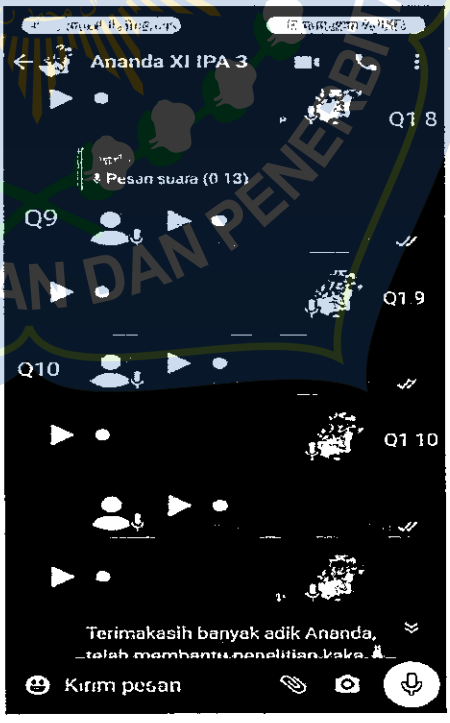

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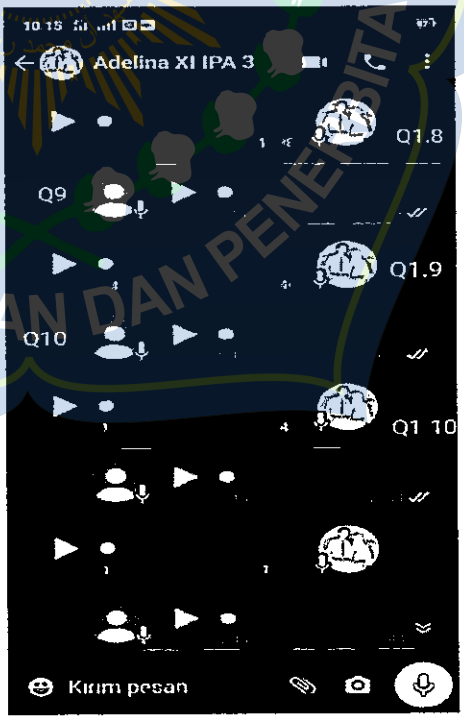

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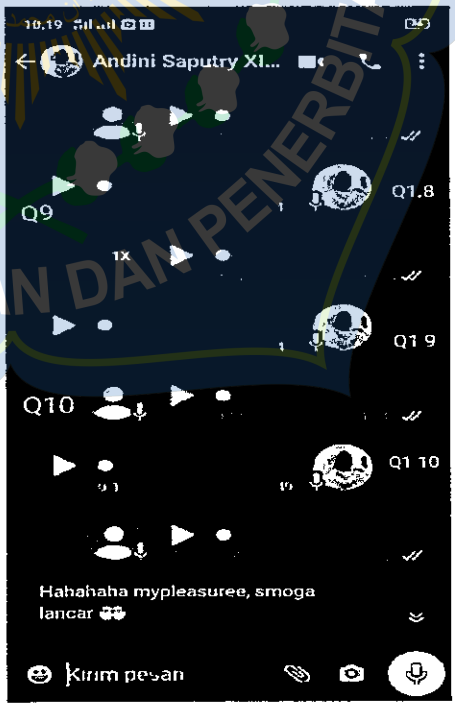

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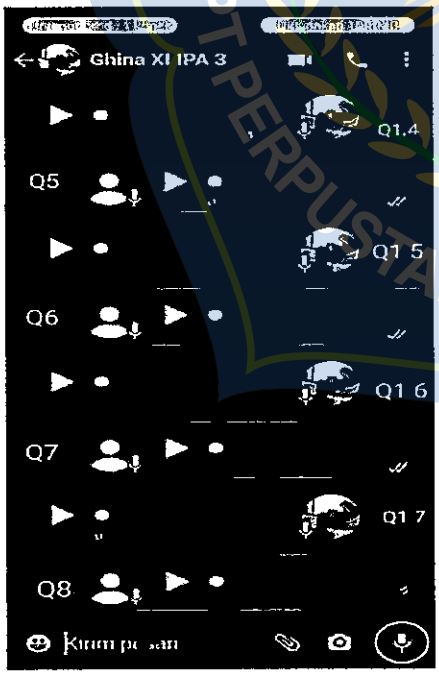

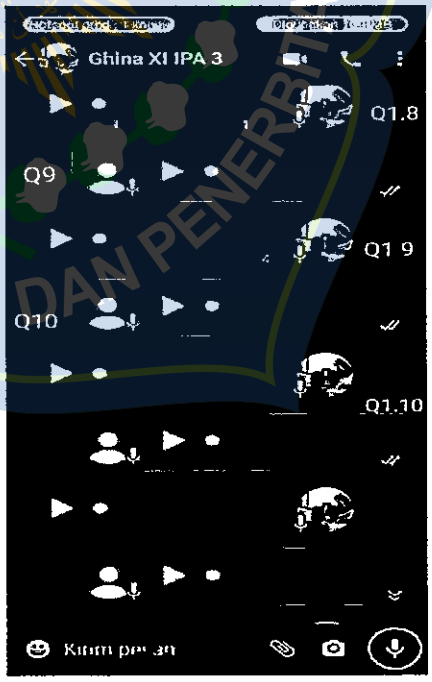

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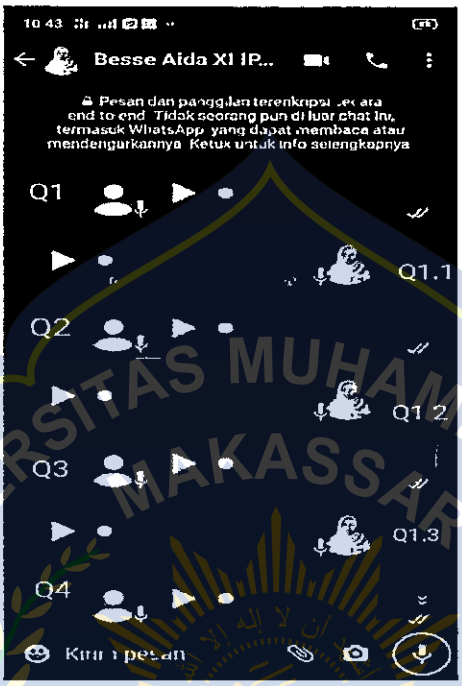

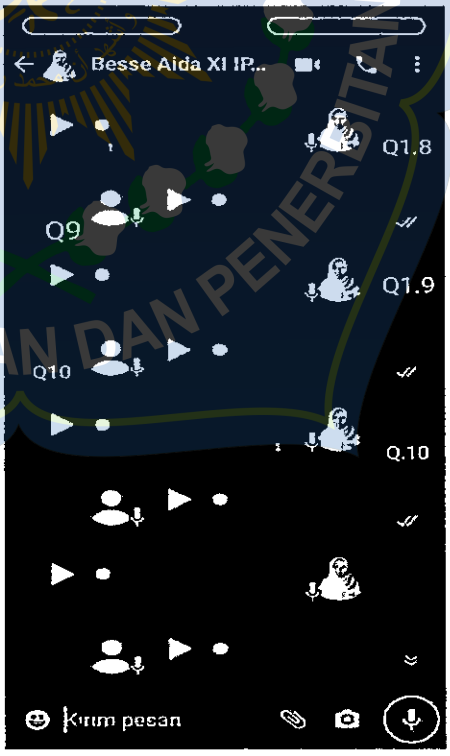

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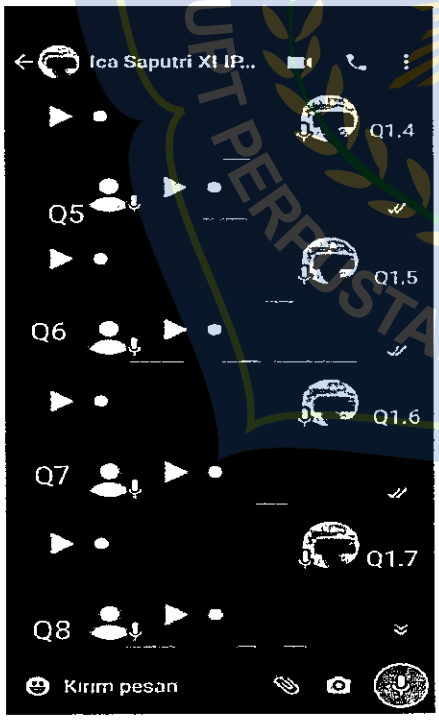

CURRICULUM VITAE

Afrilia AS researcher was born in Larompong on July 18, 1998. She is the sixth of six children. Mr. Alimuddin is his father, and Mrs. Senni is her mother. She is the youngest of six children. From 2005 to 2011, he studied at SDN 9 Rape-rape. She continued her junior high school education at SMPN 1 Larompong in 2011 and graduated in 2014, the same year he started high school. studied at SMAN 1 Luwu and completed it in 2017. Finally, she continued her studies at the University of Muhammadiyah Makassar as an ordinary student with an interest in English Education at the Faculty of Teacher Training and Education. After completing his studies, he was able to complete his thesis on **"The Students' Motivation in Learning English from Home at SMA Negeri 3 Luwu."**