

## **Extrinsic Motivation of Students at SMA Negeri 3 Luwu to Learn English from Home**

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### **Abstract**

*This study used qualitative research that consisted of ten students from senior high school in Luwu. To determine the extrinsic motivation when the students learn from home, the students answered the interview that consisted of ten items. The study discovered that learning English at home makes children sluggish and that their drive to learn lowers due to their surroundings, teachers, and parents. On the environmental side, disruptions at home, such as the sound of chickens, televisions, car horns, or the unsettling sounds of motorcycles, are common when beginning lessons. On the teacher's side, most teachers give students assignments without thoroughly explaining the material, causing students to be sluggish about taking home lessons, particularly in English subjects. Because they are lazy, teachers are ineffective at carrying out their responsibilities by satisfying the needs of children. Physiological demands, the market to be accepted and loved, the need for self-esteem, and the need for self-realization are all examples. When studying at home, their children's interest in learning is stifled by the lack of parental attention. Children feel abandoned when their parents are preoccupied with their professions. Parents and families must be there for this condition, especially during the learning period. The necessity of parents and families to participate actively in their children's education is vital, especially during a pandemic when teachers and educational facilities are restricted.*

**Keywords:** *Learning from Home, Learning English, Motivation, Extrinsic.*

### **INTRODUCTION**

In the context of globalization, English instruction in Indonesia will remain unchanged, notably as an essential instrument for absorbing science and technology and connecting with other countries in international relations in various facets of human existence. English, among other international languages, has a very dominant role in practically all aspects of human life the worldwide globe (Glado 1997)

In Indonesia, many teaching and learning activities still place a premium on face-to-face interactions in the classroom. However, because of the widespread Covid-19 outbreak in Indonesia, all actions must carry out from the comfort of one's own house. According to the Directorate General of Disease Prevention and Control, Coronavirus Disease (COVID-19) is a unique virus never found in humans (2020:11). The Covid-19 epidemic began in late December 2019 in the Chinese city of Wuhan and moved to Indonesia in early March 2020.

Makarim, Minister of Education and Culture, issued Circular Letter Number 4 of 2020 concerning the Implementation of Education in the Corona Virus (Covid-19) Emergency Period, one of which emphasized that online (distance) learning carried out to provide meaningful learning experiences for students, without being burdened. With the demands of completing all curriculum achievements for class and graduation. The goal of online/distant learning is to improve student's knowledge about the coronavirus 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.

## **LITERATURE REVIEW**

### **1. Extrinsic Motivation**

Extrinsic motivation is particularly significant in learning activities because it derives from the fact that learning activities are started and completed based on external encouragement that is not directly related to learning activities. Improving good learning outcomes makes it easier for pupils to attain their goals." Uno (2017:4) claims that "Cues from beyond the person trigger extrinsic motivation. For example, there is a lot of interest in the incredible impact of educational activities in education because individuals experience the benefits.

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

Extrinsic motivation is a term that describes a student's desire to learn that comes from outside sources. Place the learning objectives outside of the aspects of the learning setting (they reside in some factors outside the learning situation). Students learn to achieve goals unrelated to the subject matter at hand. For example, to earn the highest possible grades, diplomas, degrees, awards, etc. The indicators of students' extrinsic motivation are reward (prize), punishment, competition with friends or environment (round) and praise.

### **2. Learning from Home**

Learning online through learning apps and social media is referred to as online learning. Online learning is done through a platform rather than face-to-face contact. All subject materials are given online, and communication and testing are also conducted online. Several tools, are WhatsApp, Google Classroom, Google Meet, Edmund, and Zoom, aid this online learning approach.

E-learning is the most acceptable option for schools in the middle of the Covid-19 pandemic. E-learning, according to Suartama (2014: 20), allows students to access the content at any time and from any location, as well as receive resources that can be enhanced or supplemented with various learning support materials, such as multimedia, particularly media

from Google Classroom. According to Firman & Sari (2020), online learning is a style of learning that necessitates the use of an internet network with connectivity, accessibility, flexibility, and the ability to provide a variety of learning activities.

Parents have four roles at home, according to Winingsi (2020), first, as a teacher, which is accomplished by controlling the time and manner in which children learn, reminding children to study regularly, and creating a comfortable learning environment for children to complete tasks assigned by the teacher; second, as a facilitator, because parents provide facilities and infrastructure for their children to engage in long-distance learning; and third, as a motivator, because parents provide facilities and infrastructure for their children to engage in long-di.

## **METHOD**

This study used a descriptive qualitative method by using interviews. Qualitative research produces descriptive data in words or words from people and observed behaviour (Bodgan in Moleong, 2010). This study aimed to determine the extrinsic motivation of students to learn English from home at SMA Negeri 3 Luwu.

## **FINDINGS**

The results of student interviews done by researchers with numerous study questions to determine the motivation of students to learn English from home are the basis for this research's topic. Because it influences extrinsic motivation, such as the surroundings, teachers, and parents, researchers discovered that kids who learn English at home are more likely to be lazy and have lower learning motivation. There is a relationship between the environment, teachers, and parents in giving a stimulus that affects the child's motivation to participate in learning activities at home. According to the student's responses, the environment has the most significant impact on pupils' learning at home.

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

## **Interview**

When conducting interviews, open-ended questions ask participants, leading to new ones. The arguments employed are the same: discussing research difficulties associated with studying from home with students' willingness to learn English. Researchers used the result of the interviews to persuade and strengthen student responses. The interview data presented by the researcher consisted of ten basic questions as follows:

1. In the first question, what do the respondents think about the relationship between learning from home and learning motivation? *In the respondents' opinion, the relationship between learning from home and learning motivation is very close and mutually sustainable because, during the current pandemic, the school or they are currently in online or online learning. They need motivation, whether it comes from the teacher, parents, or the surrounding environment because they do not deal directly with the teacher, which will reduce the value of the learning system, especially in learning English.*

As a result of interviews, almost all students said there was a link between learning at home and students' motivation.

2. In the second question, the researcher asked about the teacher's role in explaining English material through effective online learning or not. How would the respondents feel if the teacher explained the materials while learning online? *When respondents are online, they do not grasp what the teacher is saying.*

According to the findings of interviews, 90% of students could not understand the subject provided by the teacher during online learning.

3. In the third question, the researcher inquired about the efficacy of learning at home for an indefinite period. What do the respondents think if learning from home continues indefinitely? *The respondents disagree that studying at home takes a long time because the things provided by the teacher, particularly on English topics, are not adequately understood.*

According to the interview results, practically all responded that they would disapprove of home learning until an arbitrary time limit.

4. In the fourth question, the researcher asked about the schedule for learning English after learning online. How do the respondents schedule English lessons after learning online? *The schedule for English lessons, after being done online, continues to run smoothly as usual. Kak, in a week there is one meeting, namely Monday.*

According to the interviews, students said they learned English once a week.

5. In the fifth question, the researcher inquired about the situation of learning from home. What is the case when learning from home takes place? *When the respondents first began learning online, the environment at home was not conducive; there were numerous distractions, such as the sound of chickens or the irritating sound of car or motorcycle horns, making the online learning environment at home ineffective. As a result, the respondents prefer face-to-face learning, which can increase their learning motivation.*

Students claim that learning from home is less effective, based on the results of interviews.

6. In the sixth question, the researcher inquired about the teacher's level of respect. How does the teacher give a reward when the respondent presents the assignment well? *The teacher gave the respondents good/high grades and encouraged them to be more active if they presented assignments well.*

Based on the interviews, students like to present their duties properly if the teacher gives an award.

7. The researcher asked for punishment in the seventh question. How does the teacher give sentences when the respondents make a mistake in learning? And what kind of punishment? *Teacher punishes the respondents by adding to homework when they make mistakes, such as being late in submitting assignments.*

When students make mistakes while learning online, they are penalized based on the results of interviews.

8. In the eighth question, the researcher inquired about how parents communicate with their children. How did the respondents' parents solve the problem of the respondents' low grades? *The respondents' parents first inquired why their grades were so bad, after which they counselled and encouraged the respondents to study more diligently.*

According to the interviews, when students are low, they value only advice and are more motivated.

9. In the ninth question, the researcher asked what rewards parents give when the respondents had good grades. How do the respondents' parents reward them if they get good grades? *When the respondents obtain good scores, especially in English classes, they award it.*

Based on the interviews, students enjoy learning from home; their parents give them gifts when they get good grades.

10. In the tenth question, the researcher asked how to stay focused and concentrated when the following learning from home. How do the respondents focus and concentrate? *The respondent studied to stay focused when looking online at home, and limiting cell phone use is unnecessary.*

Based on the results of the interviews, students will focus on learning when they reduce playing with cell phones.

## DISCUSSIONS

The student's extrinsic motivation influenced online learning during the pandemic area. It was in line with Handarini (2020) that online learning activities at students' homes support government programs, namely studying from home during the covid 19 pandemic. This type of research is library research, so the collection of information and data is obtained with the documentation technique searching for data about relevant matters from various sources in the library such as books, magazines, news, or other documents. Learning English from home for students influences the student's comprehension. Yulfi & Aalayina (2021) supported that the students' motivation affects learning English and its effect on their English learning achievement. Gustiani (2020), Students' Motivation in online learning during the COVID-19 pandemic era: A case study identified motivation as influencing students' online learning. It is influenced either intrinsically or extrinsically.

## CONCLUSIONS

Based on the interviews with students at SMA Negeri 3 Luwu, the researcher found that learning English from home makes students tend to be lazy. Their learning motivation 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 most significant impact on student learning. All students said that the climate had the most important influence on learning from home based on students' answers. So learning from home causes students 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, students would struggle to comprehend the subject that the teacher has explained without this incentive. Teachers and parents are concerned about students' lack of drive to study at home.

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