

A THESIS

**THE MODEL OF PARENTS MOTIVATION IN STUDENTS
ENGLISH LEARNING OF SMPN 1 CEMPA
KAB PINRANG**



By

FITRI AYU
Reg.Num. 17.1300.093

**ENGLISH EDUCATION PROGRAM
TARBIYAH OF FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PARE-PARE**

2022

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Submitted to the English Education Program of Tarbiyah Faculty of State
Islamic Institute of Parepare in Partial of Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)

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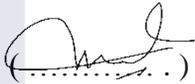
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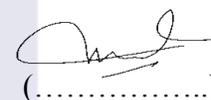
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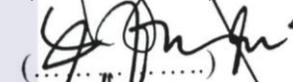
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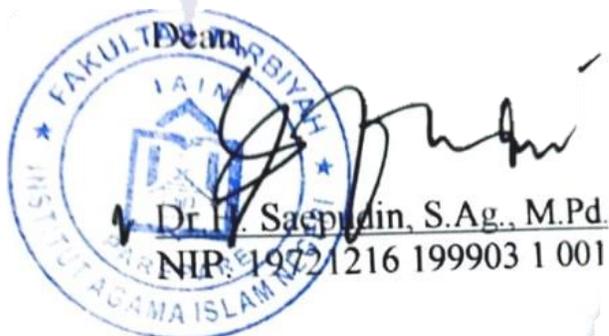
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

“In the name of Allah, the Beneficent and the Merciful”

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May Allah SWT, always bless them. The researcher realizes that her research is far from perfect and need to be complete for being perfect. Therefore, the suggestions will be accepted to make her research is better. She hopes that her research can be useful and helpful for development of education and become an inspiration for people who read it.

Parepare, 28th Juny 2022

The Researcher



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DECLARATION OF THE RESEARCH AUTHENTICITY

The researcher who signed the declaration below:

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The research Title : The Model of Parents Motivation in Students English Learning at SMPN 1 Cempa Kab. Pinrang

State that, she conducted her research and her own writing and if can be proved that it was copied, duplicated or complied by any other people, this Skripsi and the degree that has been gotten would be postponed.

Parepare, 28th Juny 2022

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ABSTRACT

Fitri Ayu. *The Model of Parents Motivation in Students English Learning at SMPN 1 Cempa Kab. Pinrang* (Supervised by Magdahelana Tjalla and Ismail Latief).

Increasing learning motivation is indeed influenced by many factors, in addition to the role of the teacher, the role of parents is also decisive. This study discusses the motivational model of parents in learning English for students at SMPN 1 Cempa Kab. Pinrang. The reason the researcher wants to discuss this problem is because of the lack of student motivation in learning activities so that parental participation is needed in motivating students to learn optimally.

The method used in this research is descriptive qualitative with instruments in the form of observation consisting of 8 questions and interviews consisting of 3 indicators and 8 questions are used to determine the role of parents in motivating students to learn English. The data processing used observation, interview and documentation which analysis processed by data reducing, display and conclusion data.

The result of this research was about the model of parents motivation in students English learning at SMPN 1 Cempa Kab. Pinrang showed that parents very influenced to give all the best for their children in the learning process, the role of parents is needed to motivate students to be more active in the learning process, by giving attention, self rewards, competition when students have good grades, or punishments when students are lazy to study, using daily grades as an initial trigger for student motivation, and provide student learning facilities according to their learning needs. Indicator of research which referred to; Parent's Roles in giving attention showed totally in great respond, most parent's did their attention toward their child at home; Parent's Roles in recognizing children's learning difficulties showed more attention given from the parent to their child; Parent's Roles provide learning facilities for children showed also great respond which explained that, mostly parent support their children referred to the attention, learning difficulties and facilitation.

Keyword; *Parents Motivation, English Learning.*

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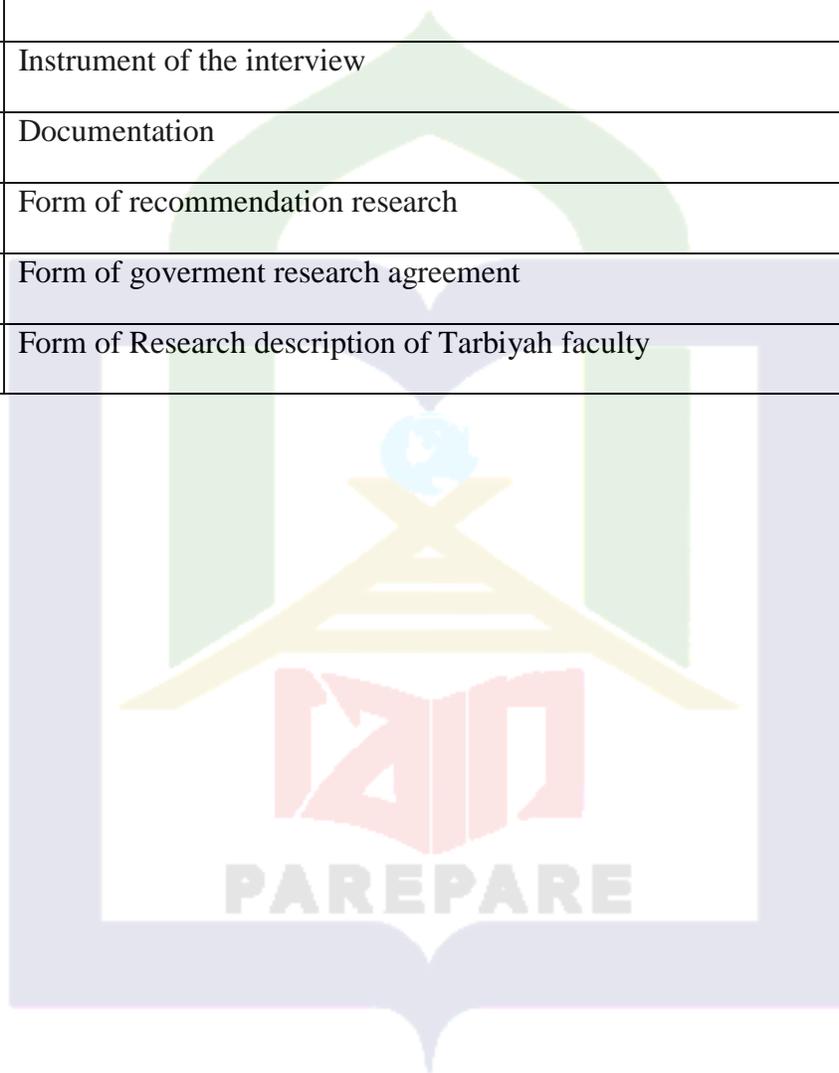
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CHAPTER 1

INTRODUCTION

A. Background

Education in the family environment is the most important things do to learning process. The family is the smallest unit of society that is first recognized by a child. It is in this family environment that children learn to socialize with other family members. Every child grows and develops, learns to hone their abilities, even they acquire knowledge, interests, emotional values and have attitudes in life. So that they gain peace and tranquility. The active role of parents in the learning process at home will influence and motivate children in English learning.¹

The parents are the first adults to assume responsibility for education.² Where we all know that the family is the first and foremost container for the growth and development of students, the role of parents, especially mothers in the family, is very important, parents are also responsible for the continuity of the student's education in the family.³ So that it is from both parents that students can get to know their education. In education, students generally are in a relationship of interaction. Everything that is reinforced by the student affects the family and conversely. Family provides the basis for the formation of behavior, character, morals, and education for students. According to Kartini Kartono that one of the main obligations and rights of immutable parental is to educate their children as parents give life to their children so they have an absolute obligation to educate their children.

¹Ira Miranti, Nina Dwiastuty, Nurjanah, *Peran Serta Orang Tua Dalam meningkatkan Hasil Belajar Bahasa Inggris Siswa*. (Faktor Jurnal Kependidikan ,2017).

²Muhammad Abdullah Ad-Duweisy, *Menjadi Guru yang Sukses dan Berpengaruh* (Surabaya : Pustaka Elba, 2014,), p,11-14

³Rusmaini, *Ilmu Pendidikan* , (Palembang : Grafika Telindo Press, 2011), p,98

Family is the first and foremost educational environment. It is said to be the first education because students or children first get the influence of education from and within their families. Whereas it is said to be the main education because even though students get education from schools and the community, the natural responsibility for education lies with their parental. The family is the first and foremost environment that provides instruction in all things and will later be strengthened in teaching in schools or formal education. Someone gets the first provision to live life is from the family, so ideally the family provides a good environment to support the success of the child both academically and socially.

Family, in this case, parents have a big share in the success of student learning. Parents apart from being educators as well as mentors and also responsible for students. The responsibility of parents is not only to send their children to school, but more than that, they must also pay attention to the learning activities of children or students at home. Every parent wants their children to grow up smart, intelligent, and have noble character. To achieve the success of children as desired by parents, it must be realized that the parental factor is very important to influence. As suggested by Slameto parents who do not pay attention to their children's education, for example, are indifferent to their children's learning, do not pay attention at all to the interests and needs of their children in learning, do not manage their learning time, does not provide or complete learning tools, does not pay attention to whether the child is studying or not, does not want to know how their child's learning progress.

The opinion above explains that parental attention gives a big role in the success of student learning. Parents who don't pay attention to their children's education or do not care about learning activities child, resulting in the child being less or not

successful in learning. Based on these opinions, it can be concluded that attention that parents can give to their children so that their children can a good predicate is: parents' attention in providing learning facilities children, parents' attention in supervising children's learning activities, attention parents in setting good examples, parental attention in help overcome children's learning difficulties, at the time of value distribution report cards from school, parents always want to see their children's report cards, always be enthusiastic and enthusiastic to go to school, if there is an invitation from the homeroom teacher from the school, gives awards if their children get good grades satisfactory at school, parents' attention in supervising the use of time children's learning, parents' desire to be closer and get to know the home room teacher or the teachers who teach their children, and the attention of parents as educators the good one.⁴

One of the factors related to the successful teaching and learning achievement of students is the active role of parents in the learning process. The responsibility and active role of parents and teachers will provide the best guidance for students. So that student is expected to be able to achieve optimal targets as expected together. The active role of parents at home will have a positive influence and increase student motivation with their guidance and mentoring. The achievement of learning outcomes is certainly a very determining value for student achievement in school. So that the good attitudes and behavior of students can design a future to achieve the best goals for them. The learning outcomes achieved by students are internal factors and external factors, where the family environment has a very important role in achieving the expected target. Outcomes achieved by students are internal factors and external

⁴*Jurnal Ekonomi & Pendidikan*, Vol. 5. 2008)

factors, where the family environment has a very important role in achieving the expected target.

Hayikaleng, Nair & Krishasanamy motivation is regarded as an important component to make students successful in their English learning. Motivation can also be defined as one's direction to behavior or what causes a person to want to repeat a behavior and conversely. Besides, Tambunan & Siregar also states that motivation and educational achievements as reflected in grade point average are positively corrected at all levels of schooling, elementary through college. Motivation is the wrench of success in the learning process.

Giving the right motivation to students will greatly support their enthusiasm for learning and encourage students to achieve optimal achievement in English learning. Parental can foster motivation in various ways that can be done is by giving rewards to students who get high scores and punishment if they get bad scores. Thus students will be motivated to study more actively to achieve even better achievements. Strong motivation in students will encourage students to be more enthusiastic in English learning and will have positive energy and strong concentration during the learning process. From a whole explanation above can be illustrated motivation is the combination of attempt plus the desire which gives the reasons for people's actions, desires, and needs to obtain the objective to learning towards to objective of learning towards an objective. According to Lai motivation refers to reasons that underlie behavior that is characterized by willingness and volition. Motivation involves a constellation of closely related beliefs, perceptions, values, interests, and actions. However, by getting motivation students will be spirited in learning, so they will be motivated to study English well. Teachers should be aware of the significance of

motivation in learner's language learning and through some changes, they can help learners increase their motivation.

Learning motivation is one of the factors that come from within students also. According to Dimiyanti and Mudjiono quoted by Koeswara's opinion, students learn because they are motivated by mental strength, which is meant in the form of a desire for attention, willingness, and aspirations in a person, sometimes there is a desire to activate, move, distribute, and directing individual attitudes and behavior during learning. The motivation that students have in each learning activity plays a very important role in improving their learning achievement. Students will be successful in English learning if there is a desire to learn. Students who have a desire to learn and are always motivated to learn by their parents affect their output at school so that students will be more active in the learning process.

In the teaching and learning process at SMPN 1 Cempa, experienced problems in learning which resulted in decreased student learning achievement. Although not all students do this because each student has different abilities. To improve learning achievement as expected, the school has made various efforts that have tried to improve the efficiency and effectiveness of the English learning process in schools. This is done by improving the teacher's academic and ability to provide material, oriented to students. But sometimes learning achievement has not been achieved as expected. Students as a major factor in learning activities at school. Each student has different characteristics from one another so that it causes differences in increasing learning achievement. These factors lead to the emergence of students who have high, medium, and low achievement. One of the big factors is the role of parents in guiding students in learning to achieve optimal learning achievement, besides that the social

status and economic status of parental also plays a role in supporting student achievement.

According to observations, SMPN 1 Cempa Kab.Pinrang same as schools in general in Indonesia, this school also has many students who are less enthusiastic about learning especially in English learning, so it is necessary to have the participation of parents and teachers in guiding and motivating students to be more active in learning will certainly support the student learning process to allow their English learning presentation to increase.

Comfort in learning activities and good interaction between parents and students, teachers and students as well as parents and teachers are the most important things to provide good learning motivation for students. The environment where students live, where human life is related to the environment in which an interaction between fellow humans and their learning environment is needed.⁵ Student environment, both physical and social, including the family environment, community environment, and school environment have a major role in supporting and supporting the teaching and learning process at home. The availability of special learning places, learning tools, adequate lighting, parental attention, and motivation, as well as a comfortable and calm home atmosphere, will have a positive influence on the student learning process. Students will have enthusiasm and calm in learning so that learning achievement will be high. Furthermore, the researcher is interested in conducting a study to find out “The Model of Parents Motivation In Students English Learning of SMPN 1 Cempa”

⁵Imam Supardi, *Lingkungan Hidup Dan Kelestariannya*, (Bandung : 2003) p,2

B. Research Question

Based on the background explanation above, the researcher formulates the research question that; How are the Model of Parents Motivation in Students English Learning at SMPN 1 Cempa Kab.Pinrang ?

C. Objective of the Research

Related to the problem statement above, the objectives of the research is to find out the Model of Parents Motivation in Students English Learning at SMPN 1 Cempa Kab. Pinrang.

D. Significances of the Research

The benefits of this research are classified into two parts, theoretically and practically.

1. Theoretically benefit

For theoretically, this research provides several benefits, among others as follows:

- a) Give an overview about The Model of Parents Motivation in Students English Learning of SMPN 1 Cempa Kab Pinrang.
- b) This research can also be used as a source of reading and study material further for future researchers, especially in the field of psychology education.

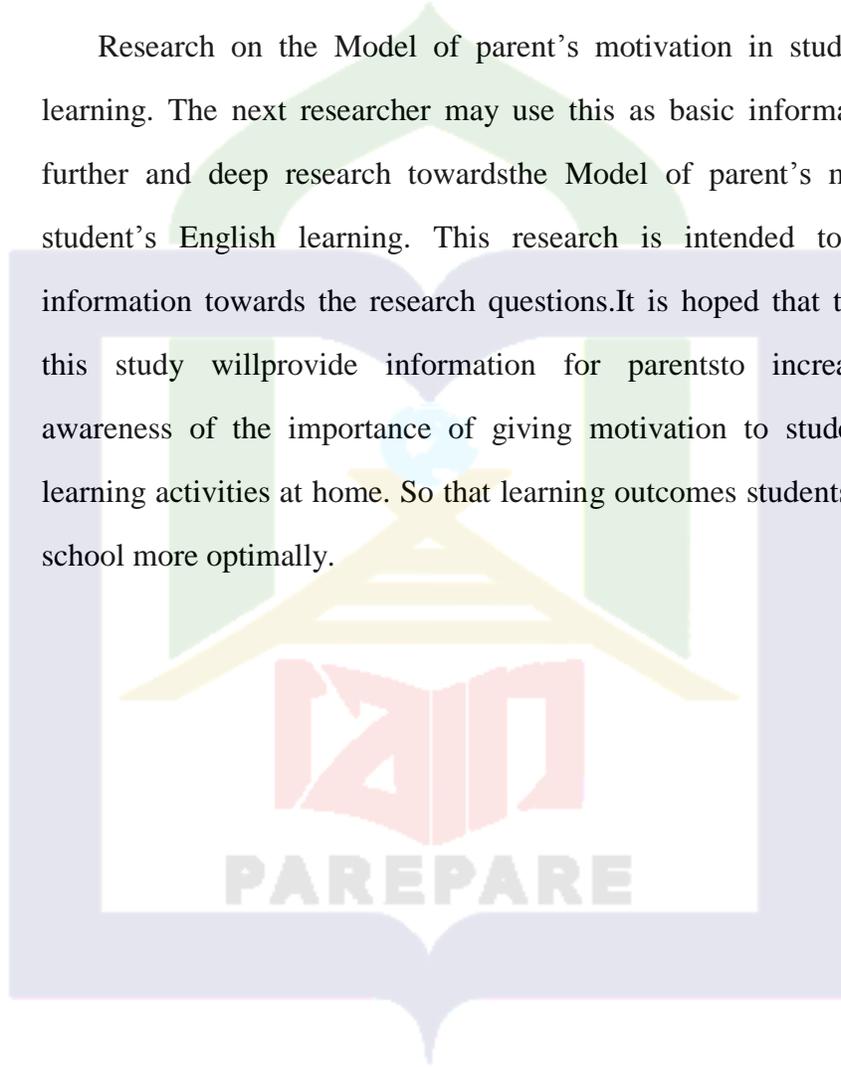
2. Practically benefit

- a) The finding of this research is expected that the results of the study provide useful information in giving students motivation to learning English. It is hoped that the results of this research can be used as material for teacher

introspection that to improve student learning outcomes, close cooperation is needed between teachers and parents in terms of paying attention to student learning.

- b) It becomes a source of information for the next researcher who wants to

Research on the Model of parent's motivation in students English learning. The next researcher may use this as basic information to make further and deep research towards the Model of parent's motivation in student's English learning. This research is intended to give basic information towards the research questions. It is hoped that the results of this study will provide information for parents to increase parent's awareness of the importance of giving motivation to students in their learning activities at home. So that learning outcomes students achieved in school more optimally.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

In this research, there are some reviews of related literature finding from the previous researcher, they are:

The first previous research finding comes from Cathy E. Daniel, Florentina Halimi, and Iqbal .A. Alshammari in their research entitled “The Impact of Motivation and Parental Encouragement on English Language Learning: An Arab Students’ Perspective” Their research discussed more The teaching of English as a second or foreign language to Arab students has received considerable attention during the past decade. The use of English as a medium of instruction in the Arabian Gulf has become prominent but has only recently been examined academically. In Kuwait, the need to learn and use English is emerging.

Attention toward how English is learned and taught is considered important for student's achievement of success and teachers' awareness of learners' needs. Many Arab students consider English difficult to learn, and as such, it has an impact on student's motivation and attitude toward learning English. Students are often able to communicate effectively in educational and social settings but struggle with reading, writing, speaking, and listening. This study aims to identify challenges to learning and teaching English in Kuwait. Using the Attitude/Motivation Test Battery, we measured various components of the socio-educational model of second language (L2) acquisition through students' self-reported communicative competence. We found that all items of the socio-educational model play a role in the second language (L2) learning. However, parent's encouragement is perceived to play the most

significant role during the development of motivational intensity, desire to learn English, and attitude toward English learning.¹

The similarity of research between previous researcher and current research is the first in topic raise namely the model or role parents to motivation, the second refers to the object of research is students, the third is the instrument for collecting data is an interview and the difference is that the previous research focused on the role parents to motivation such as acquisition through students' self-reported communicative competence in Arab, Kuwait of English while the current research focuses to developing student achievement results in learning English through the role of parents in Indonesia.

The second previous research finding was conducted by Neng Aprilia Purnama, Neng Sri Rahayu, And Rasi Yugafiati in their research entitled "Student's Motivation in Learning English" The researcher illustrated that Teachers should support their learners to figure out the motivation and also to search for their motivational processes. Motivation in this research points to reasons for attracting students. The reason can be from the students' intrinsic motivation or extrinsic motivation.

The similarity is the research presents about Students Motivation In English learning, the researcher used descriptive qualitative method Referring to the objective of this study, the design is considered appropriate since it is a method used to describe or analyze the results of the study but not used for making broader conclusions. It means that descriptive qualitative is a research method that uses the

¹Cathy E.Daniel, Florentina Halimi, Iqbal .A.Alshammari "*The Impact of Motivation and Parental Encouragement on English Language Learning: An Arab Students'erspective*" <http://readingmatrix.com/files/18-f1952tt1.pdf>, (accessed on March 23, 2022)

technique of searching, classifying, and analyzing the natural phenomenon and used the interview as an instrument to collect the data.²

The difference is that the previous research focused on knowing how students' motivation in English learning while the current research focuses on the role of parental motivation in students' English learning.

And the last from Viviana Lisma Lestari in her thesis entitled "The role of parental attention and learning motivation in increasing students' English learning achievement" the researcher illustrates that the motivation to learn is one of the internal factors that affect learning achievement. According to Sardiman learning motivation can be said as the overall driving force of students who trigger learning activities, which guarantees the continuity of the learning activities, so that the objectives desired by the learning subject can be achieved.³

The similarity is the research present about the role or model of parents to students' motivation in English learning and also the parental giving award and punishment to develop students' motivation in English Learning.

The difference is that the previous research focused on the first quantitative method, the second in the MTSN 6 Jakarta while the current research focuses on the qualitative method than on the SMPN 1 Cempa.

²Neng Aprilia Purnama, " *Student's Motivation In Learning English*"

³A.M, sardiman. (2012) *ineraksi dan motivasi belajar mengajar* .Jakarta . Rajawali Pers.
(accessed on April 07,2021)

B. Some Pertinent Ideas

1. The Concept of The Model Parents

a. Definition of The Model

Suprijono argues that "a model is a form of accurate representation as an actual process that allows a person or group of people to try to act on the model". Based on these definitions, it can be concluded that the model is a pattern or reference used in doing something.⁴In learning at school, the term model is also known. The model in question is a learning model.

So in education itself, the model or role here is someone's participation in the education process of their children, both teachers and parental by devoting all thoughts and attention to children so that children feel enthusiastic about learning. The role comes from the word role, namely to act or act.⁵The term role was first spoken by many people. Often we hear the word role is associated with a person's position. According to Hamalik, the role is a certain pattern of behavior that is characteristic of all of a particular job or position.⁶ Meanwhile, the word role means actor, player, or something that is part of the control holder to carry out something or the person who holds the leadership.⁷

b. Definition of Parents

The parents in the big Indonesian dictionary are called people who have aged a lot, and they are called father and mother. According to Syaiful Bahri Djamarah,

⁴<https://docplayer.info/82616742-Bab-ii-kajian-pustaka-merupakan-interpretasi-terhadap-hasil-observasi-dan-pengukuran-yang.html> (accessed on October 2021).

⁵ Windi Novia, *Kamus Ilmiah Poupular*, (Surabaya : Gama Press), p 367.

⁶ Oemar Hamalik, *Psikologi Belajar dan Mengajar*, (Bandung : Sinar Baru Algesindo, 2007)

⁷Desi Anwar, *Kamus Bahasa Indonesia Modern* (Surabaya : Amelia, 2002) p. 48.

parents are educators in the family. Because parents and children in one family have different positions, in the view of parental, children are the fruit of the heart and the foundation of the future that must be guarded and educated. Guard against all harm and taught to be a smart child. Meanwhile, according to Yudrik Jahja, in his book on developmental psychology, he stated that teachers and parents are motivators for children and students. Therefore, parents should not forbid their children to make discoveries, that way the child will be enthusiastic about learning.

So it can be concluded that parental are biological fathers and mothers, adults or guardians who have a function as the person in charge of the household in the education of their children. The educational situation is manifested by the existence of associations and interrelationships that influence reciprocally between parents and children. Thus it is clear that parents have the position and responsibility to provide for, educate, nurture, and care for their children to prepare and realize the happiness of their children's lives in the future.

c. The Model of Parents in Education

Parents play an important and very influential role in the education of their children. As role models in the family, parents must prioritize education in their family so they don't fall into bad things because children are born with the condition of not knowing anything. So that it is the obligation of parents and families in providing children with some experiences and knowledge to carry out their duties and responsibilities as good citizens, as well as their obligations as religious people. The role of parents greatly determines the success of their children's education. Among them, parents play the model of:

1) Giving Attention

The active role of parents as one of the most important factors in the child's learning process, there are times when faced with situations and conditions of busy working parents and the low understanding and awareness of parents about their role in the child's learning process at home. "Learning" is a process marked by a change in a person's self. changes that occur can be in the form of knowledge, skills, attitudes, behavior, understanding, work, interests, capture power, skills and others. This is where the role of parental in fostering stimulation and motivation of children in learning to grow and develop motivation in the child. Another role also for educators in Islam are parents, who are responsible and strive for all the development of all the potential that children have. Both cognitive, affective, and psychomotor. Parents in educating as educators are nurturing, educating, fostering, guiding, and training children so that they achieve developmental tasks appropriately and optimally.

2) Giving Self Reward

Self reward is a symbol of the value of his learning activities. Many students learn the main things precisely to achieve good numbers or grades, so students are usually pursued are test scores or grades on their good number report cards. Those good numbers for the students are a very strong motivation. But there are also, even many working or studying students just want to catch up as long as they move up a grade. However, all of this must be remembered by the teacher that the achievement of such numbers is not yet a true learning outcome, a meaningful learning outcome. Therefore, the next step taken by the teacher is how to give the numbers can be related to the values contained in each knowledge taught to the students are not only

cognitive, but also skills and effectiveness, Gifts can also be said to be motivational, but it is not always so because a gift for a job, may not be attractive to someone who is unhappy and not talented for something. For example a gift given for the best picture may not be of interest to a student who does not have a talent for drawing.

Successful students, who manage to complete the task well, need to be given credit. This compliment is a positive form of reinforcement and at the same time a good motivation. As reinforcement if given appropriately and wisely can be a motivational tool. Therefore teachers must also understand the principles of sentencing. The desire to learn, means that there is an element of intentionality there is an intention to learn. This would be better, when compared to anything without intention. Motivation is closely related to interest. Motivation arises because there is a need. Also interest so it is appropriate that interest is a basic motivational tool. The learning process will run smoothly if accompanied by with interest.

3) Giving Competition

Competitions can be used as motivational tools to encourage student learning. Competition, both individual competition and group competition can improve student learning achievement. Indeed, this element of competition is widely used in the world of industry or trade, but it is also very good to be used to increase student learning activities. Grow awareness in students to feel the importance of assignments and accepting it as a challenge so working hard by risking self-esteem as one of the quite important forms of motivation a person will try with all your energy to achieve good achievements by maintaining his self-esteem. The completion of the task well is a symbol of pride and self-esteem, as well as for the student the subject of learning. The students will study hard could be because of their self-esteem.

4) Giving Punishment

The use of punishment often appears in the term of “*consequences*”, such as losing recess, seeing the principal, giving up privileges and having “*time-out*” as a result of inappropriate behaviors. Verbal interaction made by the parents sometimes like reprimand is a kind of punishment too. Loss of desired things and existence of undesired things are forms of punishment as Skinner explains that punishment is a procedure including either the removal of a positive reinforcer, or the presentation of a negative reinforcer or aversive stimulus from the parent which also impact to the students motivation in doing certain activities in their learning process.⁸

2. Learning Motivation

Speaking of motivation cannot be separated from the word motive, morphologically, the Big Indonesian Dictionary provides motivation and motives as follows: motive is a noun that means to encourage, while motivation is a verb which means to encourage.⁹

Uzer Usman distinguishes the meaning of motive and motivation as follows: motive is the power within a person that encourages doing something, the state of a person that causes his readiness to start a series of real behavior or actions to meet needs and achieve certain goals.¹⁰

⁸ Horner, R. H., & Spaulding, S. A. *Reward Psychology of Classroom Learning, II*, (2009) p. 755-757

⁹ Tim Penyusun KBBI, *Kamus Besar Bahasa Indonesia*, (Jakarta : Balai Pustaka, 1997) p 456.

¹⁰ Uzer Usman, *Menjadi Guru Profesional*, (Bandung : PT. Remaja Rosdakarya, 2002), p. 28

Syaodih distinguishes the meaning of motivation as follows: motive is a force to encourage or move someone in acting to achieve goals and motivation is a condition that is created or created to arouse a motive in someone.¹¹

From the description above, it can be concluded that the notion of motivation is the overall driving force both from within and from outside the student (by creating a series of efforts to provide certain conditions) ensuring the continuity of providing direction to learning activities so that the goals desired by the learning subject can be achieved.

a. Function of Motivation

Without motivation (push) one's efforts will not be able to achieve good results and vice versa. Likewise, in achieving learning, learning will be better if it is always accompanied by earnest motivation. Then it is not surprising if there is someone who can achieve the expected performance. Motivation has an important function in learning because motivation will determine the intensity of students learning efforts. Hawley stated that students who have high motivation; learn better than students who have low motivation.¹²

b. Types of Learning Motivation

Learning motivation is a psychological force that encourages to produce actions so that the expected goals can be achieved. According to Oemar Hamalik, there is two types of learning motivation possessed by students, namely:

¹¹ Nana Syaodih, *Sikap Belajar Siswa Aktif dan Motivasi dari Guru dengan Prestasi Belajar*, (Bandung : IKIP, 1980) p,6.

¹² Syamsu Yusuf, *Dasar-Dasar Pembinaan Kemampuan Proses Belajar Mengajar*, (Bandung : CV Andria, 1993) p,14.

1) Intrinsic motivation

Intrinsic motivation is things and circumstances that come from within the learner that can encourage him to take action to learn. The motives include: a) the feeling of liking the material. b) Developing and progress their scientific understanding.

2) Extrinsic motivation

Extrinsic motivation is things and circumstances that come from outside the individual learners themselves. This encourages him to take action learning. The motivate include:

- a) The desire to achieve achievements such as being a class champion and good grades.
- b) Get praise and gifts, such as flattery from the parents, teachers, and friends.
- c) To do something for the sake of the activity itself, such as: learning in the face of tests.
- d) To avoid punishment, such as not memorizing the material given by parents and teachers. Then you will be punished.¹³

In learning, children need special attention and appreciation from both parents and teachers because attention makes them enthusiastic and active in learning.

c. The Factors of Influence Learning Motivation

In learning activities, an individual needs encouragement or motivation so that something is expected to be achieved, in this case, the influencing factors include:

¹³Oemar Hamalik, *Proses Belajar Mengajar*, (Jakarta : Bumi Aksara, 2010), p. 162-163

- 1) Individual Factors, namely factors related to one's attitude such as growth maturity, intelligence, training, motivation, and personal factors.
- 2) Social factors, namely factors that are around a person, such as family (parents), teachers, and society.

The other opinions, other factors that can affect learning, namely:

- 1) Internal factors, namely factors that exist in a person such as: spiritual factors, physical factors, and psychological factors.
- 2) External factors, namely factors that come from outside a person such as family factors, school factors, community factors.

From the several factors above, it can be concluded that the presence of these factors can provide clarity about the learning process that is understood by students. Thus a teacher and parents must pay attention and understand the existence of these factors in students and their children so that in educating and carrying out the teaching and learning process they must pay attention to these factors, both psychological, environmental in other words internal and external factors.

It can be understood that students who have high learning motivation will be diligent in learning continuously without knowing despair and can put aside things that can interfere with their learning activities.

Oemar Hamalik suggests three motivational functions, namely:

- 1) Encourage the emergence of a behavior or an action. Without motivation; there will be no action such as learning.
- 2) Motivation serves as a guide. This means directing actions to achieve the desired goal.

- 3) Motivation functions as a driving force, like an engine for a car. The size of the motor will determine the sooner or later a job.¹⁴

The aspect of motivation is very important in the whole teaching and learning process is very important, because motivation can encourage students to carry out certain activities related to learning activities. The motivation that gives encouragement to students in their learning activities and gives instructions or actions they do.

3. The Concept of Environment

A learning environment is a place where learning activities take place in the development of students who get external influences on the continuity of these activities, where the environment that is the source of learning has an influence in the learning process including all materials and stimuli inside and outside the individual, both physiological, psychological, and socio-cultural. Environment as the basis of teaching is a conditional factor that affects individual behavior and is an important learning factor.

Past educational figures have the view that environmental factors are very meaningful and serve as a basis in developing the concept of education and teaching. For example J.J. Rousseau with his theory of "Back to Nature" shows how important the influence of nature is on student development, therefore education must be carried out in a clean, calm, pleasant atmosphere so that it can grow as a good human being, teaching based on the natural surroundings will help students to adapt to their surroundings.

¹⁴Oemar Hamalik, *Proses Belajar Mengajar*, (Jakarta : Bumi Aksara, 2010) p. 161

a. Family Environment

Family is a primary grouping consisting of a small number of people due to blood relations. Because the family is formed from (father, mother and, child). Even though the mother is the member of the family who has the most influence on children's growth and development, in the end, all members also participate in it. In other words, a child's growth and development are influenced by the overall situation and condition. The family environment is a very important and determining center for education, where the mothers in each family will play a role in educating their children optimally.

b. School Environment

The school environment is a forum for educational activities and processes to take place. In schools there are educational, learning, and training activities. Schools are formal educational institutions that systematically carry out guidance, teaching, and training programs to help students develop their potential, concerning moral, spiritual, intellectual, emotional, and social aspects. Schools as a forum for the learning process are expected to be able to develop the potential and talents of students, through various learning activities. To support student learning activities, support for adequate school facilities and infrastructure so that students can develop optimally and can achieve achievements that can realize this education, parental participation is also expected. This will, directly and indirectly, affect the condition of students which in turn will affect student learning outcomes and achievement.

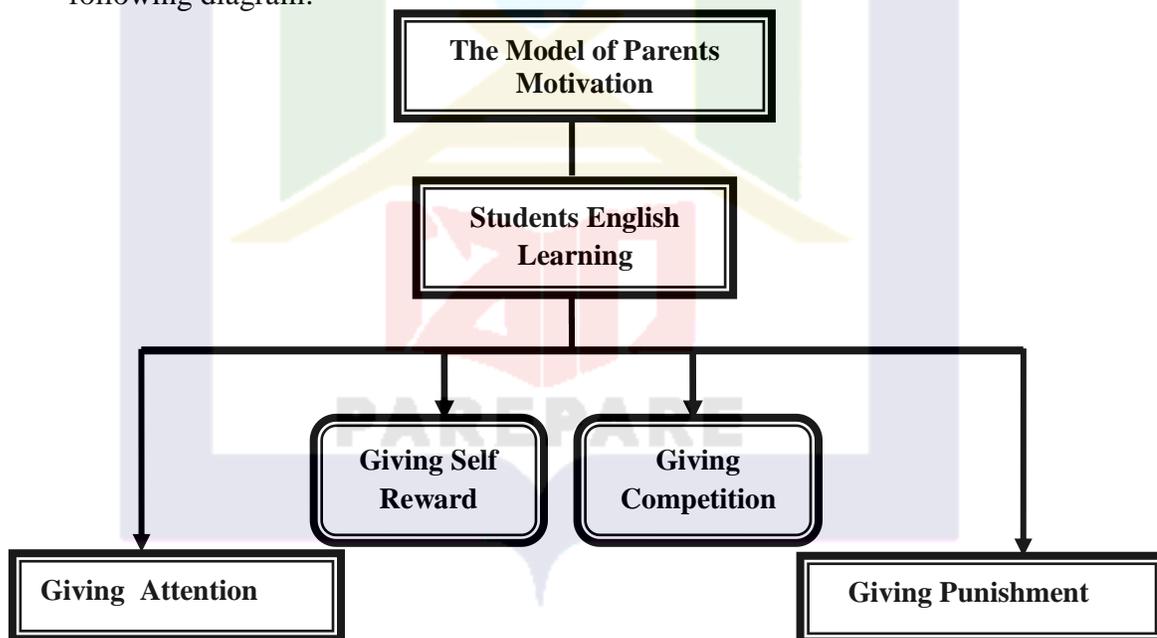
c. Social Environment

As one of the environments where education occurs, the community has a great influence on the taking place of all activities related to educational issues.

Education in society can be said to be ongoing education and is carried out without educating oneself, seeking knowledge and experience of one's own and religion in society. The most important thing regarding the environment where students live. To be able to develop students must also be given direction and guidance in learning so that they are encouraged to adapt to the environment and be able to learn and be good, as well as alternatives in solving student learning difficulties at school. Guidance is the assistance given to a person in order to develop their potential, to overcome problems so that they can determine their life path and be responsible without depending on others.¹⁵

4. Conceptual Framework

The conceptual framework underlying this research will be given in the following diagram:



2.1 Figure of the Concept Framework

¹⁵ Purwotrisatro, *Bimbingan Dan Penyuluhan Di Sekolah* Jilid I, (Jakarta : PT. Gunung Mulia, 1985), p,12

Based on the conceptual framework, the research did research that focused on the student's in English Learning, the research would do the research the model of parent's motivation in students English learning consists of giving attention, giving self reward, giving competition and giving Punishment to encouragement their students in English Learning.

Orstein and Levin (T. O. Ihromi), stated that "the preparations made by parents for the success of their children's education, among others, are shown in the form of attention to children's learning activities at school and emphasizing the importance of achieving achievement by the child".

From this statement, it means that the form of parental attention to their children's education can be done with attention to children's learning activities in this case is the supervision of children's learning and motivation.

Halim Malik states that the forms of parental attention to children's education can be in the form of:

1. Controlling learning time and how children learn
2. Monitor the development of children's academic abilities
3. Monitor personality development (attitudes, morals, behavior)
4. Monitoring the effectiveness of learning hours in schools.

From this statement, parents' attention to children's education is mainly aimed at the development and learning activities of children. Parents must pay attention to their children's school, namely by paying attention to their experiences and appreciating all their efforts. Likewise, parents must show their cooperation in directing the way their children study at home, do their homework, not take their children's time by doing household chores, parents must try to motivate and guide children in learning.

Jiang Kai in his book “The Origin and Consequences of Excess Competition in Education: A Mainland Chinese Perspective”, said that education today is synonymous with competition, because competition is the key to existence¹⁶

Competition is actually a positive culture which, when directed, can train students' mental and self-confidence to show their abilities optimally in front of the audience, which is also considered as an effort to stimulate students and the educational environment to produce quality and performance educational goals. Competence and performance of a person is often seen from achievements in certain fields.

Wasty Soemanto as in behavioristic learning theory. According to the S-R Bond theory which states that Reward and Punishment can be used to strengthen a positive response or a negative response. Punishment is actually another way of educating children, if educators can no longer do it by giving advice, direction, gentleness or role models, punishment by hitting is very ineffective or can have a negative impact.

In the Reward and Punishment method, giving punishment aims to change and motivate students, so that students compete to avoid punishment that has been determined in advance. In addition to the method of punishment, giving gifts or rewards is also recognized in the world of education. Rewards are a form of motivation as a reward for appropriate behavior. The purpose of this gift is to provide reinforcement for good behavior. So that it will motivate students in the learning process.

¹⁶ Jiang Kai. “*Origin and Consequences of Excess Competition in Education: A Mainland Chinese Perspective*”. Chinese Education and Society, Vol. 45, No. 2, March – April, 2012. Page 8-20

CHAPTER III

METHODOLOGY OF RESEARCH

A. Research Design

This research used a descriptive case study as a part of qualitative research to look for deep information towards the phenomenon in the field. The researcher has got involved in the field to gain the information directly to the subject of the research by asking questions and the data have shown in narrative form. Creswell stated that qualitative research has descriptive characteristics in that the research is interested in the process, meaning, and understanding gained through words or pictures that the respondents paint. The researcher can build abstractions, concepts, hypotheses, and theories from the details because qualitative research was inductive. It used a theoretical lens or perspective to guide their study and raise the question they would like to address and using the statistical procedure of quantification in finding.¹

Based on the description above, this study aims to find out The Model of Parents Motivation in Student's English Learning at SMPN 1 Cempa Kab. Pinrang to complete a thesis in English Program at IAIN Parepare. Moreover, this research has no treatment.

B. Location and Time

The researcher took place and conducted this research at SMPN 1 Cempa. Is located in Jl. Lasinrang Cempa, Kec. Cempa, Kota Pinrang, Sulawesi Selatan 91217. The researcher studied in SMPN 1 Cempa it students especially for the grade 8. In this research, the researcher has interviewed the sample directly and taken 30 days to collect the data.

¹Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approach 2nd edition*, (London : Sage Publications, 2003), page 4.

C. Definition Operatonal Variable

This term explained about the definition of variable which become the key terms essential to be elaborated briefly with entitled “The Model of Parents Motivation in Students English Learningof SMPN 1 Cempa Kab. Pinrang ” as follow:

1. Independent Variable

Independent variable is the variable which is selected, manipulated and measured by the researcher. The independent variable in this research is model of parents motivation.

2. Dependent Variable

Dependent variable is the variable which a researcher observes to determine the effect of the independent variable, the dependent variable is students english learning.

D. Focus of the Research

This research focused on the role of parental in motivating children to Learn English to complete their thesis in English Program at IAIN Parepare. These focused are the main research questions in this study.

In this research, the researcher used snowball sampling. The researcher considers choosing snowball sampling because this technique was a technique that initially takes a small number of samples. Then, this sample was asked to select his/her friends to be a sample and so on. Therefore the numbers of the sample were getting bigger. It was like a snowball rolling, getting bigger and bigger.²

²Anwar Hidayat, “Teknik Sampling dalam Penelitian,” Statistikian, <https://www.statistikian.com/2017/06/teknik-sampling-dalam-penelitian.html>, June 2, 2017, (accessed on Mei 30, 2021).

E. Types and Data Source

The source of the data was based on all the information (paper, recording, book and, etc) took from the subject of the research subject or the field and has been analyzed as the purpose of the study.³Rasyid argues that the data interpretation is based on the researcher recordings, interviews, notes, and later be tested to find the proper information related to the study.⁴ Therefore, the data source was all data obtained directly from everything related to research. In the research, there were usually two types of data analyzed, namely primary data and secondary data. Data sources that have been used in this research were:

1. Primary Data

Primary data is the main data from the source of the information taken by the researcher her self. This kind of data has no third parties, which means all pure from the subject of the research and recorded by notes, audio, or visual recording. In this research, the primary data was obtained directly from the field either in the form of observations or from the results of interviews about analyzing the model of parent's motivation in student's English learning of SMPN 1 Cempa Kab. Pinrang.

2. Secondary Data

To support further data, all the related information not from the subject is taken as part of secondary data. This data has different types such as educational records, articles and, etc. This kind of data can support researcherrs to know the model of parent's motivation instudent's English learning of SMPN 1 Cempa Kab. Pinrang.

³Joko Subagyo, *Metode Penelitian (Dalam teori praktek)*, (Jakarta : Rineka Cipta, 2006), p 87.

⁴Harun Rasyid, *Metode Penelitian Kualitatif Bidang Ilmu Sosial Agama* (Pontianak : STAIN Pontianak, 2000), p 36.

F. Instrument

1. Observation Checklist

In this observation, the subject of observation is the model of parents and students in English learning. It focused on the parental process to motivation their child in English learning. The observation aimed to find out how are the models of parents Motivation in student's English learning.

2. Interview Guide

Instrumentation is one of the most important things in researching a tool or media to record and collect the research data. The first instrument that will be used in this research is the interview guide. Based on the researcher aim to analyze the model of parent's motivation in students English Learning, especially for the parents of students. Bernard stated that a semi-structured interview is a proper way to gain deep information about the subject of the research deeply.⁵

G. Data Collection Techniques

1. Observation

Sugiyono states that observation is a complicated process by compiling both biological and psychological processes by directly seeing and observing the situation the researcher is able to draw the image and note the proper information.⁶ Based on the statement above the researcher will observe the students of grade 8 with the observation list analyze the model of parents motivation in students English learning.

2. Interview

⁵Bernard, H. Russel, *Analyzing Qualitative Data : Systematic Approach*. (Thousand Oaks, Calif : Sage, 2009).

⁶Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*. (Bandung : Alfabeta, 2005).

In qualitative research, one of the ways used to collect information is through interviews. An interview involves one or more speakers exchanging information by using such as verbal communication. It is a communication that leads to finding the answer to the phenomenon asked by the interviewer. The person being interviewed is called the informant.

In this research, the target was aimed at informants with 3 different categories, namely expert informants (teachers, who are experts in certain skills), main informants (this is the key of the subject of the research or students), and supporting informants (friends, families or colleagues). Based on the statement above, the researcher has interviewed the expert informant, main informant, and supporting informant to find out the model of parents motivation in students English Learning.

3. Audio Recorder

To keep the interview safe and noted. The audio recorder will be used in this research while interviewing the subject of the research. This tool helps researchers keep records of interviews, which in turn helps them during data analysis. It keeps the data pure, real, and easy to be used in another day.

4. Documentation

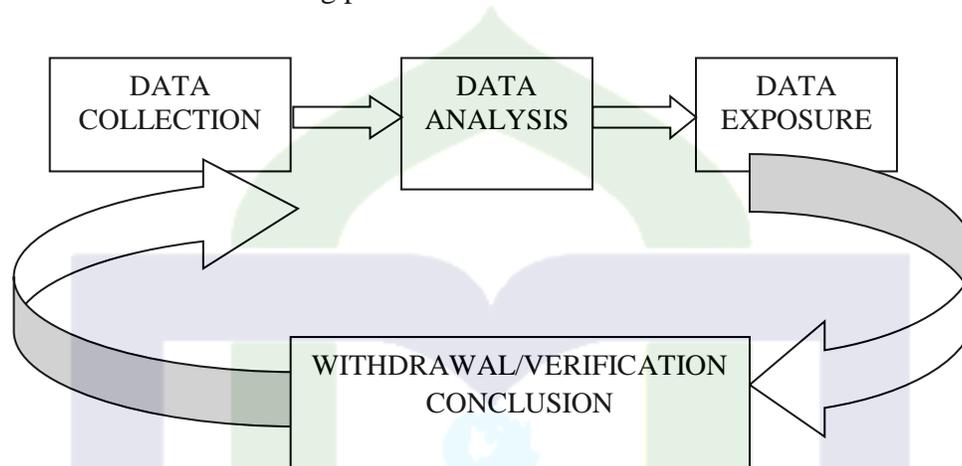
Documentation is one of the ways to collect the data by maintaining the information from various sources.⁷

H. Technique of Data Analysis

In general, qualitative research in many data analyses using the analytical model proposed by Atmowardoyo is often referred to as the interactive data analysis method. Here vealed that the activities carried out in the analysis of qualitative data an

⁷Sukardi, *Metode Penelitian Pendidikan*, (Cet XI; Jakarta : PT Bumi Aksara, 2004), page 1

interactive and takes place continuously until complete, so the data is already saturated. There were three activities in analyzing the qualitative data, such as the stage data reduction, data display, and conclusion or verification. Those activities were shown in the following picture.⁸



4.1 Figure of Technique of Data Analysis

1. Data Reduction

The data obtained in the field probably a lot, so it needs to be noted carefully in detail. As noted earlier, the longer the researcher to the field, the amount of data will be a lot, complex and complicated. For that, the researcher analyzed data reduction. Summarize the data means choosing the basic thing, focus on the important one and patterns or the data that have been reduced, would give a clearer picture and would facilitate the researcher to conduct further data collection. It could be helped with the equipment such as computer, notebook and more.

In reducing the data, the researcher was guided by the objectives to be achieved; the main objective of qualitative research is the finding. Therefore, if the

⁸Atmowardoyo, *Research Methods for Language and Literature Studies*. (Makassar : Badan Penerbit UNM, 2010).

researcher in conducting the study finds everything considered unknown yet has a pattern, that was precisely what should be the concern of the researcher in performing data reduction because it is the process of thinking that requires sensitive intelligence, flexibility height, and depth of insight.

2. Data Display

After the data is reduced, the next step is presenting the data. In Quantitative research, the presentation data will use the table, graphs, pictograms, and so on. However, in qualitative research, the presentation of the data uses the form of a short description chart, among categories and relationships. Miles and Huberman, the narrative text is more often to be used to present the data.

By the presentation, it is easier to understand what was happening and plan further work based on what we have understood about it.

3. Conclusion

The third step in the analysis of qualitative data is drawing conclusions and verification. Preliminary conclusions presented were temporary and were amended if not find strong evidence to support the next phase of data collection, but if the conclusions set out the initial stages are supported by evidence and when the researcher returned to the field to collect the data, the conclusions put a credible conclusion.

Qualitative research is a study that after being investigated becomes clear so that the conclusions of this study can be casual or interactive and hypothesis or theory because in qualitative research is new findings that previously did not exist. The findings can be in the form of a picture that was previously unclear then became clear.

CHAPTER IV

FINDINGS AND DISCUSSION

This section presents the data which have been collected in interviews. Here will be explained the result from the process of recording and data reduction. It describes the result from what the researcher saw, heard, and thought while doing an interview and observation checklist. This chapter consists of two parts as Findings and Discussion.

A. Research Findings

The inquiries in this study are knowing how are the model of parents motivation in students English learning at SMPN 1 Cempa Kab. Pinrang. To answer the question the researcher uses the parents answers in an interview directly. The interview guide consists of all the questions based on the research questions.

In this study, the researcher used the technique of data analysis by Atmowardoyo. There were three activities in analyzing the qualitative data, such as the stage data reduction, data display, and conclusion.

1. Observation checklist Result

The researcher did an observation toward the role of parents, which identifying the model of parents motivation in Students English learning. The observation did for the accurate evaluation of observing an issue, observation measures any object clearly for accuracy in research. In this data presentation, the researcher presented the database on the result of observation and interview. To answer the research question, on November 01st 2021 the researcher conducted directly observation and directly interview at SMPN 1 Cempa.

4.1 Table of Observation checklist

No	Model of Parent Motivation	Parents 1	parents 2	Parents 3	Parents 4	Parents 5	Parents 6	Parents 7	Parents 8	Parents 9	Parents 10
1	Orang Tua Memberikan contoh positif seperti bersikap sopan dan menasehati anak untuk lebih giat dalam belajar bahasa Inggris.	√	√	√	√	√	√	√	√	√	√
2	Orang Tua Menumbuhkan rasa keingintahuan anak.	√	√	√	---	√	√	√	√	√	√
3	Orang Tua Menggunakan nilai harian sebagai pemicu motivasi awal anak dalam belajar	√	√	√	√	√	√	√	√	√	√
4	Orang Tua Menggunakan simulasi untuk membantu anak memahami materi	√	---	√	√	√	√	√	---	√	√
5	Orang Tua Menjelaskan mengenai tujuan belajar	---	---	√	---	---	√	---	---	---	√
6	Orang Tua Memberikan pujian kepada anak	√	√	√	√	√	√	√	√	√	√
7	Orang Tua Mengikutkan anak kedalam bimbingan belajar atau tambahan kursus di luar jam sekolah	---	---	√	√	---	√	√	√	---	---
8	Orang Tua Memberikan hadiah kepada anak yang berprestasi	√	√	√	√	√	√	√	√	√	√
9	Orang Tua Menuntut anak untuk mengulangi pembelajaran yang telah dipelajari sebelumnya	√	√	√	√	√	√	√	---	√	√

In this study, the result of observation made by researchers at SMPN 1 Cempa to student's parents on November 01st 2021 shows the activities that parents to motivate their children in learning especially English learning. As written in the observation table, the parents seem enthusiastic to give all the best for their children in the learning process. In this case, the role of parents is needed to motivate students to be more active in the learning process, by giving attention, praise, rewards when students have good grades, or punishments when students are lazy to study, using

daily grades as an initial trigger for student motivation, and provide student learning facilities according to their learning needs. The participation of parents in the student learning process can have a positive influence on students and can increase their grades and achievements in school.

The existence of parents cannot be separated from the dependence of children on their parents. At the age of the child, parents are considered as figures who should be obeyed, so that a child feels that he will get more attention from his parents if he becomes an obedient child, therefore, parents, in this case, use the opportunity to guide children in learning even with minimum abilities according to their abilities with parental education. At least give good habits to children to instill in them the desire for the importance of early learning, in order to get a decent life. The existence of learning motivation also in students who are supported by parents as the main educators, it is hoped that parents will realize that education is a conscious effort made by adults to lead their children to reach maturity. The conscious effort in question is a planned and organized effort, while adults who are responsible for children's education are parents in the household environment, teachers in the school environment, and community leaders in the community.

2. Interview Result

Respondents in this study involved the parents of grade 8 students at SMPN 1 Cempa. The researcher interviewed the student's parents from 8 grade at SMPN 1 Cempa. The interview was conducted on November 01, 2021, and was supported by the audio recorder. The result data from an interview that has been processed through data display as representative responses and present below :

a. The parent's Roles in giving attention

1) Providing guidance for their children.

In the interview activity found 10 from 10 of responden giving attention to guide their children in English learning. They were:

a) Parents 1

Reseracher : "How do you guide your children to learnEnglish at home" ?

1st Respondent;

"well, my education is only up to middle schoolhigh like other parents but the way I guide children to want to learn English, well, by **giving attentionand tell children to repeat what they have been got at school**".

b) Parents 2

Researcher : "How do you guide your children to learnEnglish at home" ?

2nd Respondent;

"Hehehe, I'm also not a parent who has a high education like other parents but of course, I also want to give the best for my child so that his future is bright unlike me, he said. **Well pay attention, give examples such as advising children to learn more English**".

c) Parents 3

Researcher : "How do you guide your children to learnEnglish at home" ?

3rd Respondent :

*"hmmm, **sending children to formal schools is one of them**, besides that, it teaches a little if anything I know about their duties. The rest I asked to ask the teacher, hehehe...."*

d) Parents 4

Researcher : “How do you guide your children to learn English at home” ?

4th Respondent :

*“You see, well, I am not a person who has a higher education like other parents, but the way I guide children to want to learn English is to **pay attention and tell children to repeat what they have learned at school**”.*

e) Parents 5

Researcher : “How do you guide your children to learn English at home” ?

Researcher : “When their child comes home from school, Do you ask what you learned today at school” ?

5th Respondent :

*“**Advise children to study hard** like if you don't go to school later like mom and dad want hehe...., **provide motivation** like the deck so that children can get a decent education too and be proud, amen...”.*

*“**Sometimes**, so that children can also be monitored and not naughty and study hard to reach their goals”.*

f) Parents 6

Researcher : “How do you guide your children to learn English at home” ?

6th Respondent :

*“**Advising children, giving encouragement**, such as if you want to be smart, you have to study hard, son, so that they can get a proper education and become proud and realize their dreams.”*

g) Parents 7

Researcher : “How do you guide your children to learn English at home” ?

7th Respondent :

*“well, son, I'm a rather strict person and the way **I guide my children is to monitor them every day**, so I can go to school. Eeehh now, offline school*

has started, so I'm monitoring it even more because online school her was lazy to ask for forgiveness even though it was only via handphone”.

h) Parents 8

Researcher : “How do you guide your children to learn English at home” ?

8th Respondent :

“Heheheh, **by providing an illustration or example** that is for children to understand, for example by showing an example of a picture in English”.

i) Parents 9

Researcher : “How do you guide your children to learn English at home” ?

9th Respondent :

“**Giving encouragement**, like if you want to be a smart person, you have to study hard to be successful, and English is a good subject if you are good at English, parents are proud, hehehe, that's right”.

j) Parents 10

Researcher : “How do you guide your children to learn English at home” ?

10th Respondent :

“heemmm, what is it.. ehheh. **Sending children into formal schools**, besides that, it teaches a little if anything I know about their duties. The rest I asked to ask the subject teacher ”.

From the explanation above, the results of the interview show that there are 10 from 10 parents who pay attention, provide learning facilities for children such as books, posters, videos and others, give gifts if the child has an increase in achievement or provide punishment such as reducing the child's allowance. lazy to study, monitor learning activities and motivate children to study harder.

2) Asking about learning activities at school.

In the interview activity found 9 from 10 of respondent responden giving attention to asking about learning activities at school in English learning. They were:

a) Parents 1

Researcher : “When their child comes home from school, Do you ask what you learned today at school” ?

1st Respondent :

“**Sometimes**, son, I ask especially if my child feels bored or complains a lot about the learning process at school.”

b) Parents 2

Researcher : “When their child comes home from school, Do you ask what you learned today at school” ?

2nd Respondent :

““Eeehhh...,**sometimes**. But when it comes to English often, I want my child to go on to college and later be able to major in English, brother and sister, hehehe...”.

c) Parents 3

Researcher : “When their child comes home from school, Do you ask what you learned today at school” ?

3rd Respondent :

“You see, son, usually **Sometimes** and ask the child's lesson because he is busy but if the child has complained then I will ask about his activities because I believe my child can do it ”.

d) Parents 5

Researcher : “When their child comes home from school, Do you ask what you learned today at school” ?

5th Respondent :

“**Sometimes**, so that children can also be monitored and not naughty and study hard to reach their goals”

e) Parents 6

Researcher : “When their child comes home from school, Do you ask what you learned today at school” ?

6th Respondent :

“**Often** in fact, I **continue to monitor**, so that the children are also not naughty and study hard, are smart and can reach their goals”

f) Parents 7

Researcher : “When their child comes home from school, Do you ask what you learned today at school” ?

7th Respondent :

“**I always ask** and monitor it, son, because my child is a bit naughty and lazy hehehe....”.

g) Parents 8

Researcher : “When their child comes home from school, Do you ask what you learned today at school” ?

8th Respondent :

“**Yes, of course eeeeeehhh..** so that we as parents can know the lessons learned today and can monitor the daily activities or activities of our children's learning process at school”

h) Parents 9

Researcher : “When their child comes home from school, Do you ask what you learned today at school” ?

9th Respondent :

“**Yes, Sure...** so that we can monitor the daily activities or activities of our children's learning process at school”

i) Parents 10

Researcher : “When their child comes home from school, Do you ask what you learned today at school” ?

10th Respondent :

“**Yes, of course...** so that we can monitor our children's daily activities or learning activities at school”.

From the explanation above, the results of the interview show that there are 9 from 10 parents toasting about learning activities at school with monitor our children's daily activities or learning process at school.

b. The parent’s Roles in recognizing children's learning difficulties

1) Helping Learning children's English assignments.

In the interview activity found 10 from 10 of respondent in recognizing children's learning difficulties in English learning. They were:

a) Parents 1

Researcher : “What is your do when your child has difficulty doing English assignments from school” ?

1st Respondent :

“Of course, son, **I encourage children** to complete their assignments and **provide facilities** in the form of handphones and those related to learning English”.

b) Parents 2

Researcher : “What is your do when your child has difficulty doing English assignments from school” ?

2nd Respondent :

“Well, **giving advice to continue to want to learn even though it's difficult besides that, I also provide facilities** in the form of a handphone so you can use google translation”.

c) Parents 3

Researcher : “What is your do when your child has difficulty doing English assignments from school” ?

3rd Respondent :

“Hehehehe..... usually **I advise him to be able to pass and givea prizez** of course to encourage him not to be lazy”.

d) Parents 4

Researcher : “What is your do when your child has difficulty doing English assignments from school” ?

4th Respondent :

“Well son, of course **I give encouragement so that children want to complete their assignments and provide facilities** in the form of handphones and those related to learning English”.

e) Parents 5

Researcher : “What is your do when your child has difficulty doing English assignments from school” ?

5th Respondent :

“(Thought for a moment) Actually, I also don't understand English learning, so I just told my **child to ask questions and ask to be taught directly with the teacher** through the WhatsApp group, he said”.

f) Parents 6

Researcher : “What is your do when your child has difficulty doing English assignments from school” ?

6th Respondent :

““Hmmm...well, I also don't understand English learning, even though I graduated from D3 but my basics aren't there, **so I just put my child in a course institution like Komet**, which is equivalent to tutoring at my child's age. And also told him to be **active in asking questions and asking his teacher** to teach him if there was a chance”.

g) Parents 7

Researcher : “What is your do when your child has difficulty doing English assignments from school” ?

7th Respondent :

“Well, kid, I honestly don't understand English learning, son, because I'm not a graduate from college but **I still teach it through Youtube and other media that I can useful**”.

h) Parents 8

Researcher : “What is your do when your child has difficulty doing English assignments from school” ?

8th Respondent :

“Hmmmmmm...**Keep being positive and not burdening children's mindset in learning English** and **always providing moral support** so that children are active in learning English”.

i) Parents 9

Researcher : "What is your do when your child has difficulty doing English assignments from school" ?

9th Respondent :

"Hehehe. Well, **being normal in the sense of not putting pressure on children and staying positive**, the important thing is that children want to learn and are not absent from school regarding learning difficulties in doing their job, we help as parents".

j) Parents 10

Researcher : "What is your do when your child has difficulty doing English assignments from school" ?

10th Respondent :

"Hehehe...**Keep being positive and providing support**, it doesn't burden the child's mindset in learning, especially in English, at least I just tell him to change his subjects".

From the explanation above, the interview results show that there are 10 from 10 parents to helping children in overcoming their learning difficulties in completing their children's assignments, there are various ways that parents can do to help their children, such as helping children to ask questions again about the tasks given by the teacher. Concerned if the task is a bit difficult to understand, instructs the child to study with a family who knows better about their English assignment and also advises the child to continue to be active in learning.

2) The parents do when they ask to be taught a difficult task

In the interview activity found 10 from 10 of respondent do when they ask to be taught a difficult task in English learning. They were:

a) Parents 1

Researcher : “what do you do when you ask to be taught how to do a task that you don't understand”?

1st Respondent :

“Hmmmmm, if it's about this, son, actually I also don't understand English learning but **if a child asks to be taught I teach it as best I can using google translation** as suggested by the teacher”.

b) Parents 2

Researcher : “what do you do when you ask to be taught how to do a task that you don't understand”?

2nd Respondent :

“Well, here's the, my son is a bit unruly, so what I usually do is to help him do his job, hahaha... **ask his son first what kind of assignment he has and my exact solution is to use google translate** hehehe and ask the student English near the house.”

c) Parents 3

Researcher : “what do you do when you ask to be taught how to do a task that you don't understand”?

3rd Respondent :

“Well, like **I was advising the child, and started asking him a difficult task and helping him finish** as much as I could hehehe...”.

d) Parents 4

Researcher : “what do you do when you ask to be taught how to do a task that you don't understand” ?

4th Respondent :

“Hahaha, when it comes to this, son, actually I also don't understand English learning, **but if a child asks to be taught, I teach it as best I can with the help of google translation** of course”.

e) Parents 5

Researcher : “what do you do when you ask to be taught how to do a task that you don't understand” ?

5th Respondent :

“Eeeeeehhhh... Like I said earlier because I didn't understand so **I just told him to be more active in asking questions and studying with the teacher,** hehehehe...”.

f) Parents 6

Researcher : “what do you do when you ask to be taught how to do a task that you don't understand” ?

6th Respondent :

“Eeeeeehhhh... As I said earlier because I didn't understand it so **I included tutoring, telling him to be more active in asking questions and studying with the teacher,** hehehehe”.

g) Parents 7

Researcher : “what do you do when you ask to be taught how to do a task that you don't understand” ?

7th Respondent :

“Eeeeeehhhh... Like I said earlier because I don't understand it so **I just put it in tutoring, kid, hehehehe in Komet.....**”.

h) Parents 8

Researcher : “what do you do when you ask to be taught how to do a task that you don't understand” ?

8th Respondent :

“Eeeehhhhhhhh.... well what, well by **contacting the subject teacher** at school and **asking about the assignments** given to the child”.

i) Parents 9

Researcher : “what do you do when you ask to be taught how to do a task that you don't understand” ?

9th Respondent :

“Hahaha, when it comes to this, son, actually I also don't understand English learning but **if the child asks to be taught I teach** it as best **I can with the help of google translation** of course”.

j) Parents 10

Researcher : “what do you do when you ask to be taught how to do a task that you don't understand” ?

10th Respondent :

“Eeeehhhhhhhh.... well what, well by **contacting the subject teacher** at school and **asking about the assignment** given to the child”.

From the explanation above, the interview results show that there are 10 from 10 parents to helping children in overcoming their learning difficulties in completing their children's assignments, there are various ways that parents can do to help their children, one of them is helping children to ask questions again about the tasks given by the teacher.

3) The Supporting factors to increasing children motivation

In the interview activity found 10 from 10 of respondent responden giving attention to asking about learning activities at school in English learning. They were:

a) Parents 1

Researcher : “What factors do you give your children to increase their motivation to learn English” ?

1st Respondent :

“Eeeehhhh, **giving attention, helping children** complete difficult tasks, **sometimes asking** about their learning activities at school, **giving praise**, and **giving gifts** and adequate **facilities for children to be active** in learning English ”.

b) Parents 2

Researcher : “What factors do you give your children to increase their motivation to learn English” ?

2nd Respondent :

“Well, **giving gifts** that he likes, **facilitating books** related to English, especially if the child's grades are getting better, so I'm happy and the kids are happy too, hehehe....”.

c) Parents 3

Researcher : “What factors do you give your children to increase their motivation to learn English” ?

3rd Respondent :

“Of course, **giving gifts** in the form of items that he likes but obviously I also **give textbooks** which of course can improve his English, well Alhamdulillah, my child is smart in class”.

d) Parents 4

Researcher : “What factors do you give your children to increase their motivation to learn English” ?

4th Respondent :

“Eeeehhhh, **giving enough attention, sometimes asking about** learning activities at school, **giving praise, checking grades** and **providing adequate facilities** for children to be active in learning”.

e) Parents 5

Researcher : “What factors do you give your children to increase their motivation to learn English” ?

5th Respondent :

“**Give sufficient attention, provide basic facilities** if they are lacking, sometimes I ask my children to borrow books from their friends because our family is a family that has a low economy”.

f) Parents 6

Researcher : “What factors do you give your children to increase their motivation to learn English” ?

6th Respondent :

“**Paying attention, providing learning facilities,** sometimes also **helping children** with assignments if children are tired and by nature they like to complain too hehehe”.

g) Parents 7

Researcher : “What factors do you give your children to increase their motivation to learn English” ?

7th Respondent :

“**Involving children in English tutoring** such as at comets, **paying attention, providing learning facilities** for children, sometimes also **helping children** with assignments and entertaining children when they are tired”.

h) Parents 8

Researcher : “What factors do you give your children to increase their motivation to learn English” ?

8th Respondent :

“Well of course there are **supporting factors such as giving gifts** if the child excels or has good grades in class and of course **giving punishments such as reducing the allowance for pocket money** if the child is lazy to study”.

i) Parents 9

Researcher : “What factors do you give your children to increase their motivation to learn English” ?

9th Respondent :

“Yes, the **supporting factor is by fulfilling the learning facilities, paying attention, monitoring learning outcomes, giving prizes** if the child gets an achievement and **giving a little punishment** as well by reducing the allowance for pocket money”.

j) Parents 10

Researcher : “What factors do you give your children to increase their motivation to learn English” ?

10th Respondent :

“Yes, there are, such as **supporting factors by giving prizes** if the child gets better grades than before in class and of course **giving punishments** such as reducing the allowance for pocket money if the child is lazy to study and the grades drop”.

From the explanation above, the results of the interview show that there are 10 from 10 parents who supporting Factors by giving prizes or punishment, provide learning facilities for children in English subjects and any others.

c. The parent's Roles provide learning facilities for children.

1) providing learning facilitiesfor children

In the interview activity found 10 from 10 of respondent in roles provide learning facilities for children in English learning. They were:

a) Parents 1

Researcher : "Do you provide your child's school needs in English" ?

1st Respondent :

"Ehhh for their needs, well, **I have provided a dictionary and a Handphone** I gave to make it easier for children to learn English at school".

b) Parents 2

Researcher : "Do you provide your child's school needs in English" ?

2nd respondent :

"Hehehe...as I said before, deck,....**hehehe facilitates books related to English**, of course".

c) Parents 3

Researcher : "Do you provide your child's school needs in English" ?

3rd Respondent :

"Yes, **it is provided**, as a support during school and I included it in the course institution and I also included it in teaching English in the village when it was still there."

d) Parents 4

Researcher : “Do you provide your child's school needs in English” ?

4th Respondent :

“(silent) regarding their needs, well, I have provided a **dictionary for** studying at school if possible and allowed to **bring a handphone**, I gave it to make it easier for children to learn English at school”.

e) Parents 5

Researcher : “Do you provide your child's school needs in English” ?

5th Respondent :

“Yes, , providing facilities such as improvised English **learning books, if they are lacking, sometimes I ask my children to borrow books from their friends** because our family belongs to a family that has a low economy, as I said earlier”.

f) Parents 6

Researcher : “Do you provide your child's school needs in English” ?

6th Respondent :

“Yes, I **provide all the necessities to help my child to study harder**, and get an achievement because my child is also a smart kid and gets a champion in his class”.

g) Parents 7

Researcher : “Do you provide your child's school needs in English” ?

7th Respondent :

“Yes, I provide such as English learning **videos via YouTube and other links**. All the necessities are used to help my child to be more active in learning”.

h) Parents 8

Researcher : “Do you provide your child's school needs in English” ?

8th Respondent :

“Yes, of course, such as **English dictionaries, posters, English learning videos, audio vocabulary, and subject books** related to learning English”.

i) Parents 9

Researcher : “Do you provide your child's school needs in English” ?

9th Respondent :

“Yes, **I provide it**, because it is a supporting factor such as a **dictionary, handphone for google translation if needed, vocabulary books** and any others”.

j) Parents 10

Researcher : “Do you provide your child's school needs in English” ?

10th Respondent :

“Yes, I provide it, because it is a supporting factor such as a **dictionary, handphone for google translation if needed, vocabulary books** and others”.

From the explanation above, the results of the interview show that there are 10 from 10 parents who pay attention, provide learning facilities for children such as dictionary, books, posters, give gifts, English learning videos, providing handphone for Google translation, vocabulary books and related English subjects.

2) Giving Prizes and praise to motivate their children.

In the interview activity found 10 from 10 of respondent in roles of parents to motivate their children by giving prizes or punishment and praises in English learning. They were:

a) Parents 1

Researcher : “Do you give gifts or praise to your children if they get a good achievement in school” ?

1st Respondent :

“.....**give enough gifts and praise** to my child so that he can get a proper education and value like other children and can be proud in the future”.

b) Parents 2

Researcher : “Do you give gifts or praise to your children if they get a good achievement in school” ?

2nd Respondent :

“Well of course the **giving gifts and praising** can encourage children to study hard if the child's grades get better so I am happy and the children are happy”.

c) Parents 3

Researcher : “Do you give gifts or praise to your children if they get a good achievement in school” ?

3rd Respondent :

“**Yes, of course**, so that it becomes an impetus to study Harder”.

d) Parents 4

Researcher :” Do you give gifts or praise to your children if they get a good achievement in school” ?

4th Respondent :

“I still **give enough gifts and praise** to my children so they can get a proper education and grades like other children”.

e) Parents 5

Researcher : “Do you give gifts or praise to your children if they get a good achievement in school” ?

5th Respondent :

”Yes, sometimes **I give according to the achievement, whether the value increases** or not, **I still give praise** to encourage him to study harder”.

f) Parents 6

Researcher : “Do you give gifts or praise to your children if they get a good achievement in school” ?

6th Respondent :

“**In accordance with the achievement of whether the value increases or not, I still give praise** to encourage him to study “.

g) Parents 7

Researcher : “Do you give gifts or praise to your children if they get a good achievement in school” ?

7th Respondent :

”Yes, sometimes **I give him what he wants**, well his name is also a children”.

h) Parents 8

Researcher : “Do you give gifts or praise to your children if they get a good achievement in school” ?

8th Respondent :

“Eeeehhhh... Usually my children like to **be given giftss**uch as a new bag, a new book or a vacation refreshing to appreciate because they want to learn”.

i) Parents 9

Researcher : “Do you give gifts or praise to your children if they get a good achievement in school” ?

9th Respondent :

“**give a gift** so that the child has encouragement in learning and I hope to improve his learning achievement too”.

j) Parents 10

Researcher : “Do you give gifts or praise to your children if they get a good achievement in school” ?

10th Respondent :

“**I often give** them according to their achievements, whether they increase or not, **I still give praise** to encourage them to study harder”.

From the explanation above, the results of the interview show that there are 10 from 10 parents who pay attention such as giving a prizes praises if the children get good achievement in school or punishment if the children absen or feel rather lazy to do learning activities in the school. This one of way from the parents to motivate their children in English learning.

3) Additional tutoring (courses)

In the interview activity found 5 from 10 of respondent in roles provide learning facilities such Provide books, media or audio for children in English learning.

They were:

a) Parents 3

Researcher : “To improve your child's English learning achievement, do you include your child in tutoring or additional courses outside of school hours” ?

3rd Respondent :

“**Yes**, as a support during school and **I also included it in the JILC course** institution and I also participated in teaching English in the village when it was still there”.

b) Parents 4

Researcher : “To improve your child's English learning achievement, do you include your child in tutoring or additional courses outside of school hours” ?

4th Respondent :

”Ahhhhh, **Yes**, son, I also included my child in **a course institution** to improve his English knowledge, although at first the child refused and was embarrassed, but I still took it”.

c) Parents 6

Researcher : “To improve your child's English learning achievement, do you include your child in tutoring or additional courses outside of school hours” ?

6th Respondent :

“**Yes**, I follow the deck. Because it is **very necessary and serves as tutoring outside of** school hours because I know that every child has a different way of capturing and learning, **my child has always wanted to enter the course** so I only take it according to his wishes because as parents we only provide what is good and according to his level of need ”

d) Parents 7

Researcher : “To improve your child's English learning achievement, do you include your child in tutoring or additional courses outside of school hours” ?

7th Respondent :

“**Yes, I included** it because it was necessary and became a learning guide outside of school hours because as parents we only provide what is good and according to the level of need”.

e) Parents 8

Researcher : “To improve your child's English learning achievement, do you include your child in tutoring or additional courses outside of school hours” ?

8th Respondent :

“**Yes, I included it in order to increase his knowledge** of the English language and hopefully it can be a surefire solution so that he is not lazy to learn English by **entering tutoring outside of school hours**”.

From the explanation above, the results of the interview show that there are 5 out of 10 parents of students who include their children in tutoring or courses outside of school hours in order to increase their children's insight or knowledge by entering them into such tutoring institutions.

B. Discussion

The study aims to find out the model of parents' motivation in students' English learning at SMPN 1 Cempa Kab. Pinrang. There are many different roles from the parents were gave their children. Analyze several sources such as observation, interview, and documentation. The result that the researcher got after conducting a series of research processes was that some of the parent's roles were interesting and differing opinions, however, the goal is the same, namely to increase children's knowledge and increase children's values or achievements.

1. The parent's Roles in giving attention.

The active role of parents as one of the most important factors in the child's learning process, there are times when faced with situations and conditions of busy working parents and the low understanding and awareness of parents about their role in the child's learning process at home. "Learning" is a process marked by a change in a person's self. changes that occur can be in the form of knowledge, skills, attitudes, behavior, understanding, work, interests, capture power, skills and others. While "Teaching" is the facility of the learning process that fosters such change or improvement. Teaching is the process of regulating, organizing the environment that exists around students so that it can cause or encourage students to carry out the learning process.

The function of the family, especially parents in forming and educating children at home, is as follows:

- a. Form good study habits for children.
- b. As the first experience and education for children.
- c. Parents play a role in shaping the child's personality.
- d. Guarantee the emotional life of the children.
- e. Parents should pay attention to their children's school, namely by paying attention to their experiences and appreciating their efforts.
- f. Provide the basis for children's moral education.
- g. Laying the foundations of religious education and other education
- h. Parents show cooperation in submitting how to learn, at home, doing homework and motivating and guiding children in learning.

- i. Parents work together with children to prepare the level of education that will be entered and assist during the learning process at educational institutions.
- j. Responsible for motivating and encouraging children's success.¹

Motivation is one of the most important factors in language learning. Children with a good attitude towards English are more likely to work hard and keep going when learning gets challenging. This way is designed to motivate children by building their confidence step by step and aim to bring learning to life – covering topics that children are familiar with and developing the skills they need to make friends, study, and work in English. The role of parents in motivating children to learn can be done through these concrete efforts, namely verbally expressing appreciation, using values as a trigger for success, generating curiosity, using a material known to students as examples in learning, demanding to repeat the previous learning, and provide positive examples such as being polite and active in learning activities.²

2. The parent's Roles in giving Self-Reward

Essentially, it's the same. Learners of all ages achieve more when they are intrinsically motivated. In other words, when the learning experience is fun, interesting, and meaningful. Children will want to learn if they have extrinsic motivation, such as getting a reward for good results or needing English for university studies. But as Steve Jobs said: *"The only way to do great work is to love what you do"*.

¹Faktor jurnal kependidikan. 2017, hal 119-124. Vol. 4.

²HamsahB. Uno, *"Teori motivasi & Pengukurannya Analisis di Bidang pendidikan"*.

As we know, the function of the family or parents in supporting children's education in schools is as follows:

- a. Parents work together with the school.
- b. Parents give confidence to the school who replaces their duties while in the school room.
- c. Using simulations or learning evaluations such as telling children to memorize vocabulary in English.
- d. Parents work together with teachers to overcome children's learning difficulties.
- e. Provide learning opportunities by getting to know various knowledge and skills that are useful for life so that one day he is able to become an adult and independent human being.

Parents have a responsibility for the continuity of students' education in schools. Therefore, together with parents, teachers play a very important role and are a determining factor in the success of children's education. The two components should work together in increasing and motivating children and as a motivator for children to want to learn and be interested in learning something that is of course beneficial for them.

3. The parent's Roles in giving Competition.

Education providers according to the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, are carried out through family and environmental education.³ The educational process in the family

³Republik Indonesia, Undang-undang RI Nomor 20 Tahun 2003 “g Sistem Pendidikan Nasional”. (Cet.1 ;Jakarta : BP : Panca Usaha).

environment takes place between adults who are responsible for the implementation of education, and children as educational targets.⁴The position of parents towards children's education in the family environment is the main and first educator. It is not enough for parents to just call a teacher from outside to educate their children at home, but parents are also responsible for guiding children in the family environment as a form of directed and sustainable child guidance.

Parental support for children can be poured out in many forms and ways, suggests several forms of parental support for children such as physical-material support, with physical-material support meant the efforts made by parents in directing and mobilizing all the physical-material resources available to him for the survival of his child. psychic-spiritual attention, among others, realizing activities such as the following:

- a. Provide proper food and place for their children.
- b. Provide enough clothes for their children.
- c. Provide a place to study at home for children.
- d. Providing textbooks and lighting sufficient money for children during learning activities at home.
- e. Drop off and pick up children to and from school.
- f. Accompanying children at school events that require parents to participate.
- g. The provision of learning facilities, the creation of a safe, comfortable and quiet learning environment is believed to be able to motivate children in learning.

⁴Zakiah Drajat, 1995, *Pendidikan Islam Dalam Keluarga dan Sekolah*, Jakarta : Ruhama)

Motivation which is defined as an internal psychological process that describes the level of a person's willingness to carry out various efforts to achieve the desired goals is an indication that no matter how big the influence of external factors such as parental support and the availability of learning facilities, learning motivation Students remain one of the internal factors that should not be taken lightly.

4. The Parent's roles in giving punishment

As parents, one of the duties of parents is to teach children to behave well. This is a job that takes time and patience. And among those teachings, educational punishments can also be applied, but as parents, we often forget that punishing children is not meant to make them afraid of us but to teach our little ones how important it is to have good behavior as a child. so that students do better than before. Therefore, the punishment given to students should be educational. They feel that a learning activity is interesting and meaningful.

a. Punishment is educational

This means that in giving the punishment there must be a useful meaning for children. Punishment here as a tool to improve discipline must be able to leave a message for children. Do not let the punishment just satisfy the parents or teacher and not teach anything to children.

b. Punishment must be able to provide a deterrent effect, which means that after carrying out this punishment, your child may have to take the consequences that he gets when carrying out the sentence. He must know that the mistakes he made can be corrected so that they will not be repeated in the future. Parents must also accompany their children to provide these values when the sentence is completed.

c. Delivery of punishment must be in a pleasant way, this is very important. This is intended to not have a traumatizing effect on the child.

The model of types ways can be taken by parents to motivate their children to learn, as long as the parents are willing to try to guide and nurture their children seriously. The steps like the above can be a guide for parents to seek and generate motivation to learn in their children. It is clear that parents as first and foremost educators play an important role in the continuity of children's learning. Therefore, parents are required to always motivate their children to learn. Motivating children to learn in a family environment can be done in these ways.

Because a child needs a good model and in his learning, if the person or teacher acts, is wrong or does not match the quote, immediately corrects or fixes the process that has been carried out with the aim that his students do not follow it. This is related to the role of parents in motivating children to pay more attention to their learning in class and increase their interest in learning about English subjects through subject teachers, providing learning facilities such as English books, English posters, vocabulary learning videos, or other things related to English. As we know motivation is indeed from within a person but its emergence is due to stimulation and encouragement from other elements, in this case, it is related to needs.⁵ Students who have good learning motivation will definitely have the desired direction, such as increasing learning achievement or changing behavior for the better.

This is supported by the theory put forward by Slameto which says that the way parents educated their children has a big influence on their children's learning. parents who pay less attention to their children's education, for example, indifferent to their children's learning, can cause children to be less successful in their studies. Maybe the child himself is smart, but because of the way he learns, the results

⁵Sardiman, *Interaksi Motivasi Belajar Mengajar*, (Bandung Raja Grafindo, 1994)

obtained or his achievements are not satisfactory, he may even be said to have failed in his studies.⁶



⁶Slameto, *Belajar dan Faktor-faktor yang mempengaruhinya*, (Jakarta : Rineka Cipta, 1995)

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

This chapter has explained the conclusions of the study based on the findings and results of data analysis in the previous chapter, which consists of 2 stages, namely the observation checklist and interviews. As expected, parents are able to show enthusiasm to give their best to their children in the learning process and parental participation in the student learning process can have a positive influence on students and can increase their grades and achievements in school.

Based on the results of observation checklist and interviews, the role of parents in motivating students' learning by giving more attention, showing a very good response, and the parents can recognize children's learning difficulties, providing learning facilities for children, explain that most parents support their children and by give praise, rewards when students get good grades, or punishments when students are lazy to study, using daily grades as an initial trigger. for student motivation, and provide student learning facilities according to their learning needs.

B. Suggestions

Based on the conclusion, the researcher's suggestions for future researchers who will conduct the same study can develop and focus their research on intrinsic motivation (child psychology and spirituality), and extrinsic motivation (family, school, and social), the economy of parents. Because the researcher only discusses the motivational model of parents for children's English learning, it is not too detailed to discuss the intrinsic motivation and extrinsic motivation.

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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN)
PAREPARE
FAKULTAS TARBIYAH
VALIDASI INSTRUMEN PENELITIAN**

Research Instrument

In this research, the instrument that will be used to collect and analyze :

NAME OF STUDENTS : FITRI AYU

NIM : 17.1300.093

FAKULTAS/PRODI : TARBIYAH/PBI

JUDUL : THE MODEL OF PARENTS MOTIVATION IN
STUDENTS ENGLISH LEARNING OF SMPN 1
CEMPA KAB. PINRANG.

Data are :

1. Observation Checklist
2. Interview



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Observation Checklist

Day/Date :

Time :

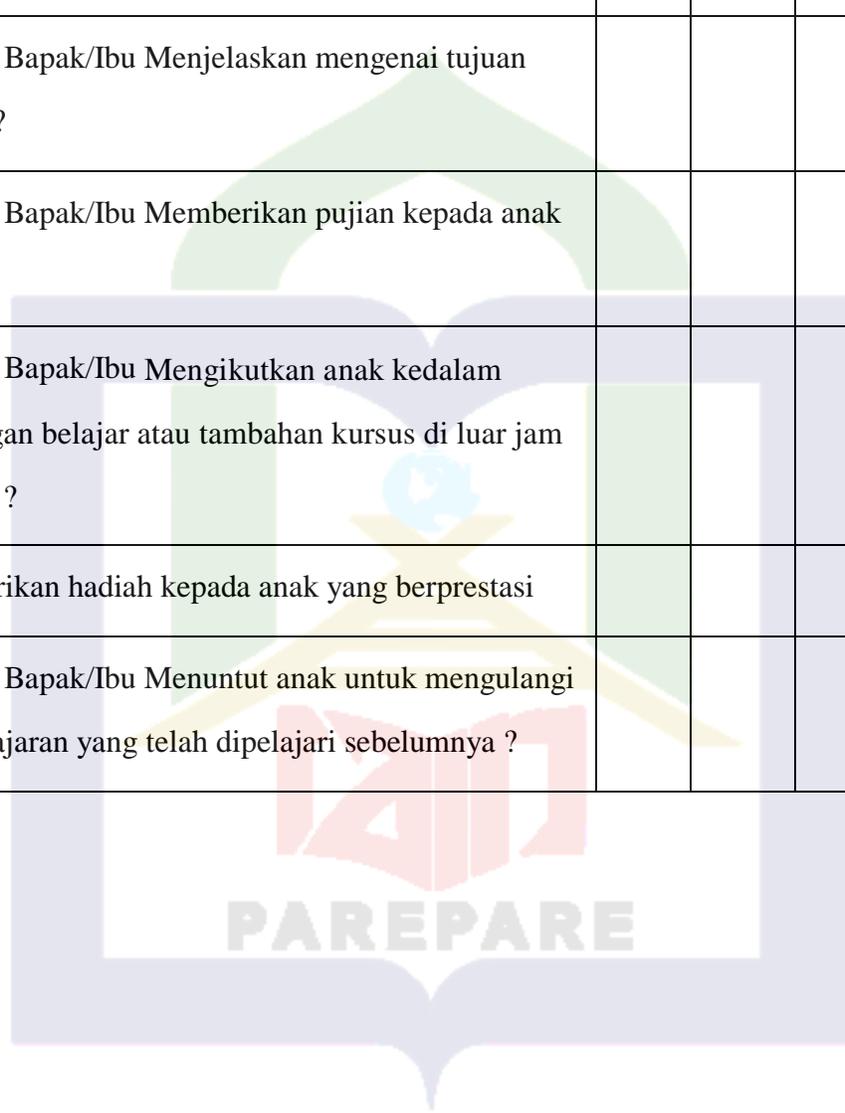
Place :

Parents :

Researcher :

No .	Model Orang Tua	Pilihan		Deskripsi
		Ya	Tidak	
1	Apakah Bapak/Ibu Memberikan contoh yang positif kepada anak seperti berbicara dengan sopan dan menasehati anak giat dalam belajar bahasa inggris ?			
2	Apakah Bapak/Ibu Menimbulkan rasa keingintahuan anak ?			
3	Apakah Bapak/Ibu Menggunakan nilai ulangan harian sebagai pemicu motivasi awal anak dalam belajar ?			

4	Apakah Bapak/Ibu Menggunakan simulasi atau permainan yang dapat membantu anak memahami materi ajar ?			
5	Apakah Bapak/Ibu Menjelaskan mengenai tujuan belajar ?			
6	Apakah Bapak/Ibu Memberikan pujian kepada anak ?			
7	Apakah Bapak/Ibu Mengikutkan anak kedalam bimbingan belajar atau tambahan kursus di luar jam sekolah ?			
8	Memberikan hadiah kepada anak yang berprestasi			
9	Apakah Bapak/Ibu Menuntut anak untuk mengulangi pembelajaran yang telah dipelajari sebelumnya ?			





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN)
PAREPARE
FAKULTAS TARBIYAH
VALIDASI INSTRUMEN PENELITIAN**

NAMA MAHASISWA : FITRI AYU
NIM : 17.1300.093
FAKULTAS/PRODI : TARBIYAH/ PENDIDIKAN BAHASA INGGRIS
JUDUL : THE MODEL OF PARENTS MOTIVATION IN STUDENTS
ENGLISH LEARNING OF SMPN 1 CEMPA KAB. PINRANG

Isi Wawancara

A. Pedoman Wawancara

Pertanyaan-pertanyaan yang diwawancarakan kepada orang tua siswa dan siswa berdasarkan indikator, peranan orang tua dalam memotivasi anak belajar bahasa inggris ?

1. Memberikan Perhatian

- a. Bagaimana cara Bapak/Ibu membimbing anak belajar bahasa inggris di rumah ?
- b. Setiap anak pulang sekolah, apakah Bapak/Ibu menanyakan apa yang dipelajari hari ini di sekolah ?

2. Mengenali kesulitan belajar anak

- a. Bagaimana sikap Bapak/Ibu ketika anak mengalami kesulitan dalam mengerjakan tugas bahasa inggris dari sekolah ?

- b. Apa tindakan bapak/ibu ketika meminta untuk diajari dalam mengerjakan tugas yang kurang dimengerti ?
- c. Faktor apa yang Bapak/Ibu berikan pada anak untuk meningkatkan motivasi belajar bahasa inggris anak ?

3. Memberikan fasilitas belajar

- a. Apakah Bapak/Ibu menyediakan keperluan sekolah anak dalam belajar bahasa inggris?
- b. Apakah Bapak/Ibu memberikan hadiah kepada anak jika mereka memperoleh prestasi yang bagus disekolah ?
- c. Untuk meningkatkan prestasi belajar bahasa inggris anak, apakah Bapak/Ibu mengikutkan anak kedalam bimbingan belajar atau tambahan kursus di luar jam sekolah ?

Parepare, 28 Juny 2022

Approved by :

Consultant

Co- Consultant



PAREPARE



Dr. Magdahelana Tjalla, M. Hum

Drs. Ismail Latif, M.M

NIP. 19700320 200501 2 006

NIP. 19631207 198703 1 003



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INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
FAKULTAS TARBIYAH

VALIDASI INSTRUMEN PENELITIAN

RESULT OF INTERVIEW

Interview Guide :

Day/Date : Senin, 01 November 2021
Time : 12.30 Wita
Place : Jln. Cempa (Pinrang)
Parents : Darna (pembuat dan penjual kue karasa)
Researcher : Fitri Ayu

1. Memberikan Perhatian

a. Bagaimana cara Bapak/Ibu membimbing anak belajar bahasa Inggris di rumah ?

Answer : “Begini nak, pendidikan saya cuman sampai SMP tidak tinggi seperti orang tua yang lain namun cara saya membimbing anak agar mau belajar bahasa Inggris yahh, memberikan perhatian dan menyuruh anak untuk mengulang-ulang pembelajaran yang telah didapatkan di sekolah”.

b. Setiap anak pulang sekolah, apakah Bapak/Ibu menanyakan apa yang dipelajari hari ini di sekolah ?

Answer : “Kadang-kadang nak, saya menanyakan apalagi jika anak saya merasa jenuh atau banyak mengeluh dengan kegiatan proses belajarnya di sekolah”.

2. Mengenali kesulitan belajar anak

- a. Bagaimana sikap Bapak/Ibu ketika anak mengalami kesulitan dalam mengerjakan tugas bahasa inggris dari sekolah ?

Answer : “Tentu nak, saya memberikan dorongan agar anak mau menyelesaikan tugasnya dan memberikan fasilitas berupa handphone serta yang berhubungan dengan pembelajaran bahasa inggris, dan katanya banyak di youtube pembelajaran bahasa inggris, jadi tambahan ilmu yang ia dapat dari sana hehehe”.

- b. Apa tindakan bapak/ibu ketika meminta untuk diajari dalam mengerjakan tugas yang kurang dimengerti ?

Answer : “Hmmmmm, kalo soal ini nak, sebetulnya saya juga kurang paham dengan pembelajaran bahasa inggris tapi jika anak meminta untuk diajari saya ajari dengan semampu saya memakai google terjemahan seperti yang disarankan gurunya”.

- c. Faktor apa yang Bapak/Ibu berikan pada anak untuk meningkatkan motivasi belajar bahasa inggris anak ?

Answer : ”Eeeehhhh, memberikan perhatian, membantu anak menyelesaikan tugas yang sulit, terkadang menanyakan kegiatan belajarnya disekolah, memberikan pujian, dan memberikan hadiah dan fasilitas yang cukup untuk anak supaya giat dalam belajar bahasa inggris ”.

3. Memberikan fasilitas belajar

- a. Apakah Bapak/Ibu menyediakan keperluan sekolah anak dalam belajar bahasa inggris?

Answer : ”Ehhh untuk keperluannya, yahhhh saya sediakan berupa kamus dan handphone saya berikan untuk memudahkan anak belajar bahasa inggris disekolah”.

- b. Apakah Bapak/Ibu memberikan hadiah atau pujian kepada anak jika mereka memperoleh prestasi yang bagus disekolah ?

Answer : “Tentu nak, sebagai orang tua meskipun saya bukanlah orang yang memiliki pendidikan yang tinggi dan uang yang cukup namun saya tetap memberikan hadiah secukupnya serta pujian kepada anak saya agar bisa mendapatkan pendidikan dan nilai yang layak seperti anak-anak yang lain dan bisa menjadi kebanggaan nantinya”.

- c. Untuk meningkatkan prestasi belajar bahasa inggris anak, apakah Bapak/Ibu mengikutkan anak kedalam bimbingan belajar atau tambahan kursus di luar jam sekolah ?

Answer : “ Hmmmmm, sebetulnya nak, saya juga berkeinginan memasukkan anak saya ke lembaga kursus katanya biayanya tidak mahal sembari untuk meningkatkan pengetahuan bahasa inggrisnya, maklum saya kurang paham namun si anak tidak mau katanya malu jadi saya hanya menyuruhnya untuk belajar bahasa inggris dengan keluarga karena kebetulan ada keluarga yang memiliki pengetahuan lebih mengenai bahasa inggris hehehe..... dan juga saya menyuruhnya untuk aktif bertanya dikelas supaya ia bisa mengerti lebih jauh dengan materi yang diberikan oleh gurunya”.



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INSTITUT AGAMA ISLAM NEGERI (IAIN)
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FAKULTAS TARBIYAH
VALIDASI INSTRUMEN PENELITIAN

RESULT OF INTERVIEW

Interview Guide :

Day/Date : Senin, 01 November 2021

Time : 13.00 Wita

Place : Jln. Cempa (Pinrang)

Parents : Sajeriani (Penjual karasa)

Researcher : Fitri Ayu

1. Memberikan Perhatian

- a. Bagaimana cara Bapak/Ibu membimbing anak belajar bahasa inggris di rumah ?

Answer : "Hehehe, saya juga bukan orang tua yang memiliki pendidikan yang tinggi seperti orang tua yang lain namun tantu saja, saya juga ingin memberikan yang terbaik untuk anak saya supaya masa depannya cerah tidak seperti saya ucapnya". yah memberikan perhatian,memberikan contoh seperti menasehati anak untuk lebih dalam belajar bahasa inggris".

- b. Setiap anak pulang sekolah, apakah Bapak/Ibu menanyakan apa yang dipelajari hari ini di sekolah ?

Answer : "Eeehhh...., terkadang sih dek. Tapi kalo soal bahasa inggris sering, saya kan pengennya anak saya lanjut ke perguruan

tinggi nantinya bisa masuk di jurusan bahasa inggris kek adek nih hehehe...”.

2. Mengenali kesulitan belajar anak

- a. Bagaimana sikap Bapak/Ibu ketika anak mengalami kesulitan dalam mengerjakan tugas bahasa inggris dari sekolah ?

Answer : “Yah memberikan nasehat untuk terus mau belajar meskipun sulit disamping itu, saya juga memberikan fasilitas berupa handphone jadi bisa pake google terjemahan dek hehhee.....”.

- b. Apa tindakan Bapak/Ibu ketika meminta untuk diajari dalam mengerjakan tugas yang kurang dimengerti ?

Answer : “Yah, begini dek, anak saya kan agak susah diatur jadi tindakan yang biasanya saya lakukan untuk membantu mengerjakan tugasnya yahhhh... menanyakan terlebih dahulu kepada si anaknya bentuk tugasnya seperti apa dan solusi jitu saya dek yah dengan menggunakan google translate hehehe dan bertanya dengan mahasiswi bahasa inggris di dekat rumah”.

- c. Apa yang Bapak/Ibu berikan pada anak untuk meningkatkan motivasi belajar bahasa inggris anak ?

Answer : “Yah memberikan hadiah yang dia sukai, memfasilitasi buku-buku yang berhubungan dengan bahasa inggris apalagi jika si anak nilainya bertambah baik jadi saya senang dan anakpun senang juga dek, hehehe...”.

3. Memberikan fasilitas belajar

- a. Apakah Bapak/Ibu menyediakan keperluan sekolah anak dalam belajar bahasa inggris ?

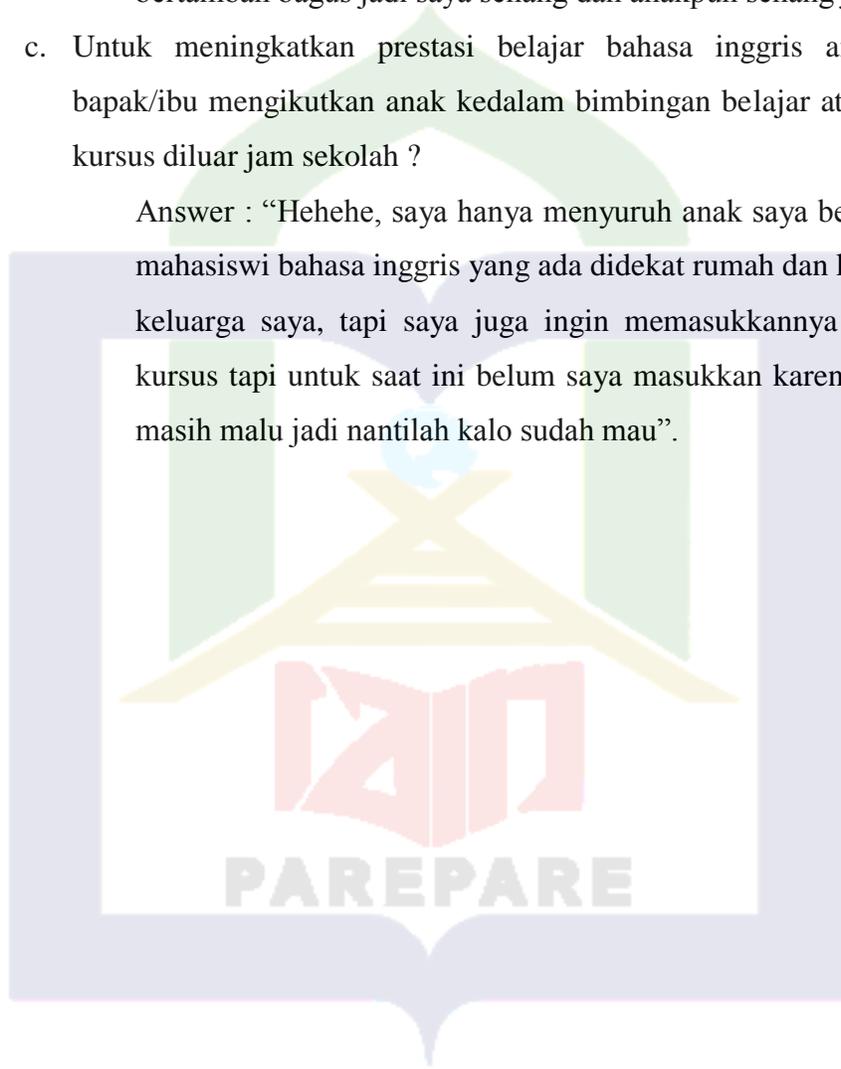
Answer : “Hehehe...seperti yang sebelumnya saya katakan dek,...hehehe memfasilitasi buku-buku yang berhubungan dengan bahasa inggris tentunya”.

- b. Apakah Bapak/Ibu memberikan hadiah atau pujian kepada anak jika mereka memperoleh prestasi yang bagus di sekolah ?

Answer : “Yah tentu saja dek memberikan hadiah dan memuji kan bisa mendorong anak untuk giat belajar jika si anak nilainya bertambah bagus jadi saya senang dan anakpun senang juga dek”.

- c. Untuk meningkatkan prestasi belajar bahasa inggris anak, apakah bapak/ibu mengikutkan anak kedalam bimbingan belajar atau tambahan kursus diluar jam sekolah ?

Answer : “Hehehe, saya hanya menyuruh anak saya belajar dengan mahasiswi bahasa inggris yang ada didekat rumah dan kebetulan dia keluarga saya, tapi saya juga ingin memasukkannya ke lembaga kursus tapi untuk saat ini belum saya masukkan karena si anaknya masih malu jadi nantilah kalo sudah mau”.





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PAREPARE
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VALIDASI INSTRUMEN PENELITIAN**

RESULT OF INTERVIEW

Interview Guide :

Day/Date : Senin, 01 November 2021

Time : 15.30 Wita

Place : Jln. Cempa (Pinrang)

Parents : Sa'rifah (Wirausaha)

Researcher : Fitri Ayu

1. Memberikan Perhatian

- a. Bagaimana cara Bapak/Ibu membimbing anak belajar bahasa Inggris di rumah ?

Answer : “heemmm, memasukkan anak ke sekolah formal salah satunya, eh selain itu mengajarkan sedikit jika ada saya tau tentang tugasnya. Lebihnya saya suruh bertanya ke gurunya nak, hehehe...”.

- b. Setiap anak pulang sekolah, apakah Bapak/Ibu menanyakan apa yang dipelajari hari ini di sekolah ?

Answer : “ Begini nak, biasanya saya kurang memperhatikan dan menanyakan pelajaran anak karna sibuk namun jika si anak sudah

mengeluh baru akan saya tanyakan kegiatannya karena saya percaya anak saya bisa”.

2. Mengenali kesulitan belajar anak

- a. Bagaimana sikap Bapak/Ibu ketika anak mengalami kesulitan dalam mengerjakan tugas bahasa inggris dari sekolah ?

Answer : “Hehehehe..... biasanya saya menasehatinya agar mampu melewati dan memberikan hadiah tentunya supaya mendorong agar tidak malas”.

- b. Apa tindakan Bapak/Ibu ketika meminta untuk diajari dalam mengerjakan tugas yang kurang dimengerti ?

Answer : “Yah seperti tadi menasehati anak, dan mulai menanyakan tugasnya yang sulit dan membantunya menyelesaikan semampu saya hehehe...”.

- c. Apa yang Bapak/Ibu berikan pada anak untuk meningkatkan motivasi belajar bahasa inggris anak ?

Answer : “Tentu, memberikan hadiah berupa barang yang ia sukai namun jelas saya juga memberikan buku-buku pelajaran yang tentunya bisa meningkatkan bahasa inggrisnya, yah Alhamdulillah anak saya termasuk pintar dikelas”.

3. Memberikan fasilitas belajar

- a. Apakah Bapak/Ibu menyediakan keperluan sekolah anak dalam belajar bahasa inggris ?

Answer : “Ya disediakan, sebagai penunjangnya selama sekolah dan juga saya memasukkannya di lembaga kursus serta saya ikutkan juga dipengajaran bahasa inggris di kampung waktu masih ada.”

- b. Apakah Bapak/Ibu memberikan hadiah atau pujian kepada anak jika mereka memperoleh prestasi yang bagus di sekolah ?

Answer : “Ya tentu saja supaya menjadi dorongan untuk lebih giat belajar lagi”.

- c. Untuk meningkatkan prestasi belajar bahasa inggris anak, apakah Bapak/Ibu mengikutkan anak ke dalam bimbingan belajar atau tambahan kursus di luar jam sekolah ?

Answer : “Ya, sebagai penunjangnya selama sekolah dan juga saya memasukkannya di lembaga kursus JILC serta saya ikutkan juga dipengajaran bahasa inggris di kampung waktu masih ada”.





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RESULT OF INTERVIEW

Interview Guide :

Day/Date : Kamis, 04 November 2021

Time : 09.30 Wita

Place : Jln. Cempa (Pinrang)

Parents : Sahida (Pembuat karasa)

Researcher : Fitri Ayu

1. Memberikan Perhatian

- a. Bagaimana cara Bapak/Ibu membimbing anak belajar bahasa inggris di rumah ?

Answer : “Begini nak, saya bukan orang yang memiliki pendidikan tinggi seperti orang tua yang lain namun cara saya membimbing anak agar mau belajar bahasa inggris yahh, memberikan perhatian dan menyuruh anak untuk mengulang-ulang pemebelajaran yang telah didapatkan disekolah”.

- b. Setiap anak pulang sekolah, apakah Bapak/Ibu menanyakan apa yang dipelajari hari ini di sekolah ?

Answer : “Heemmm. Saya kurang memperhatikan nak, saya hanya menanyakan apalagi jika anak saya merasa lelah atau mengeluh dengan kegiatan proses belajarnya disekolah”.

2. Mengenali kesulitan belajar anak

- a. Bagaimana sikap Bapak/Ibu ketika anak mengalami kesulitan dalam mengerjakan tugas bahasa inggris dari sekolah ?

Answer : ”Yah nak, tentu saja saya memberikan dorongan agar anak mau menyelesaikan tugasnya dan memberikan fasilitas berupa handphone serta yang berhubungan dengan pembelajaran bahasa inggris”.

- b. Apa tindakan bapak/ibu ketika meminta untuk diajari dalam mengerjakan tugas yang kurang dimengerti ?

Answer : “Hahaha, kalo soal ini nak, sebetulnya saya juga kurang paham dengan pembelajaran bahasa inggris tapi jika anak meminta untuk diajari saya ajari dengan semampu saya dengan bantuan google terjemahan tentunya”.

- c. Faktor apa yang Bapak/Ibu berikan pada anak untuk meningkatkan motivasi belajar bahasa inggris anak ?

Answer :”Eeehhhh, memberikan perhatian yang cukup, terkadang menanyakan kegiatan belajarnya disekolah, memberikan pujian, mengecek nilai dan memberikan fasilitas yang cukup untuk anak supaya giat dalam belajar ”.

3. Memberikan fasilitas belajar

- a. Apakah Bapak/Ibu menyediakan keperluan sekolah anak dalam belajar bahasa inggris?

Answer : "(Terdiam) mengenai keperluannya, yahhhh saya sediakan berupa kamus untuk belajar disekolah jika memungkinkan dan diperbolehkan membawa handphone saya berikan untuk memudahkan anak belajar bahasa inggris disekolah".

- b. Apakah Bapak/Ibu memberikan hadiah atau pujian kepada anak jika mereka memperoleh prestasi yang bagus disekolah ?

Answer : "Yah nak, sebagai orang tua meskipun saya bisa dikatakan orang yang memiliki ekonomi menengah kebawah namun saya tetap memberikan hadiah secukupnya serta pujian kepada anak saya agar bisa mendapatkan pendidikan dan nilai yang layak seperti anak-anak yang lain".

- c. Untuk meningkatkan prestasi belajar bahasa inggris anak, apakah Bapak/Ibu mengikutkan anak kedalam bimbingan belajar atau tambahan kursus di luar jam sekolah ?

Answer : "Eehhhhh, yaa nak, saya juga memasukkan anak saya lembaga kursus untuk meningkatkan pengetahuan bahasa inggrisnya walaupun awalnya anak menolak dan malu tapi tetap saya ikutkan".



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN)
PAREPARE
FAKULTAS TARBIYAH
VALIDASI INSTRUMEN PENELITIAN**

RESULT OF INTERVIEW

Interview Guide :

Day/Date : Kamis, 04 November 2021

Time : 12.30 Wita

Place : Jln. Cempa (Pinrang)

Parents : Risna (wiraswasta)

Researcher : Fitri Ayu

1. Memberikan Perhatian

- a. Bagaimana cara Bapak/Ibu membimbing anak belajar bahasa Inggris di rumah ?

Answer : “Menasihati anak supaya giat belajar seperti kalau kamu tidak sekolah nanti seperti bapak mama mau hehe...., memberikan motivasi seperti tadi dek supaya anak bisa mendapatkan pendidikan yang layak juga dan jadi kebanggaan aamin...”.

- b. Setiap anak pulang sekolah, apakah Bapak/Ibu menanyakan apa yang dipelajari hari ini di sekolah ?

Answer : “Terkadang dek, supaya anak juga bisa dipantau dan tidak nakal serta rajin belajar untuk menggapai cita-citanya”.

2. Mengenali kesulitan belajar anak

- a. Bagaimana sikap Bapak/Ibu ketika anak mengalami kesulitan dalam mengerjakan tugas bahasa inggris dari sekolah ?

Answer : ”(Berpikir sejenak) Sebetulnya saya juga kurang paham dengan pembelajaran bahasa inggris dek, jadi saya hanya menyuruh anak saya untuk bertanya dan minta diajari langsung dengan gurunya melalui grup whatsapp katanya”.

- b. Apa tindakan Bapak/Ibu ketika meminta untuk diajari dalam mengerjakan tugas yang kurang dimengerti ?

Answer : “Eeeeehhhh... Seperti yang tadi saya katakan dikarenakan saya kurang paham jadi saya hanya menyuruhnya untuk lebih aktif bertanya dan belajar dengan gurunya dek hehhehehe.....”.

- c. Faktor apa yang Bapak/Ibu berikan pada anak untuk meningkatkan motivasi belajar bahasa inggris anak ?

Answer :”Memberikan perhatian secukupnya, menyediakan fasilitas seadanya jika kurang terkadang saya menyuruh anak saya meminjam buku ke teman-temannya karena keluarga kami termasuk keluarga yang memiliki perekonomian yang rendah dek “.

3. Memberikan fasilitas belajar

- a. Apakah Bapak/Ibu menyediakan keperluan sekolah anak dalam belajar bahasa inggris?

Answer :” Ya dek, menyediakan fasilitas seperti buku-buku pembelajaran bahasa inggris seadanya jika kurang terkadang saya menyuruh anak saya meminjam buku ke teman-temannya karena

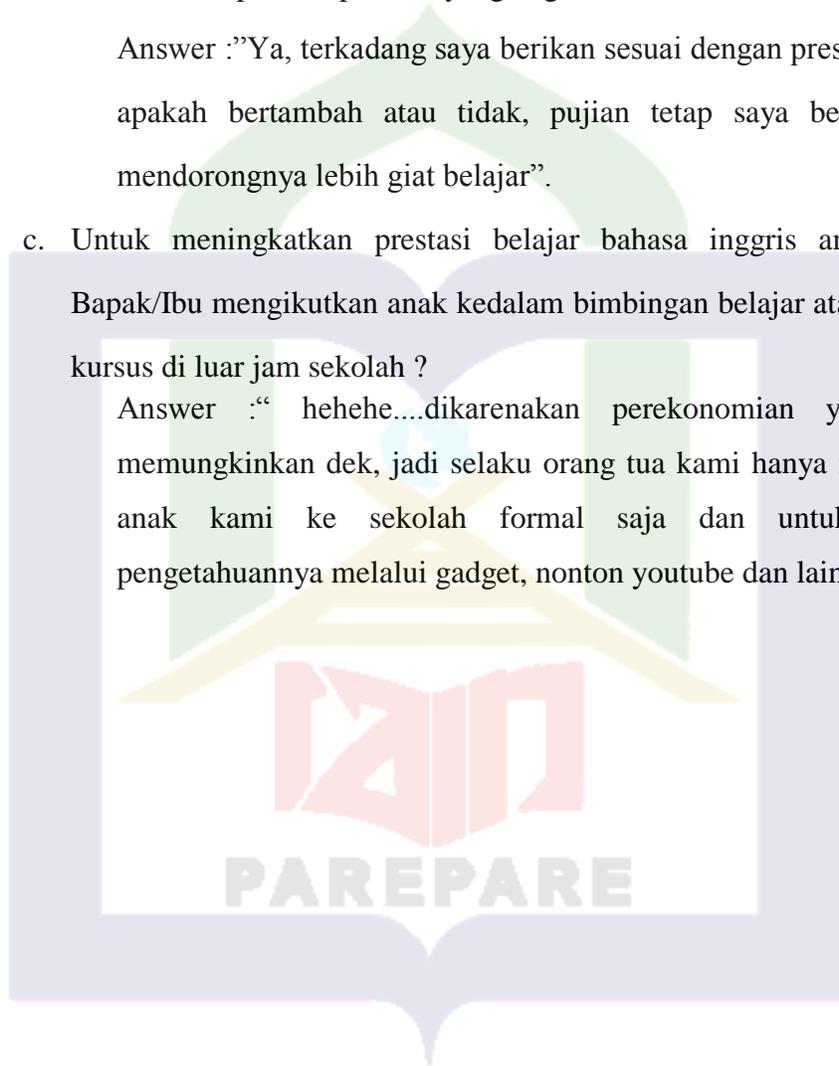
keluarga kami termasuk keluarga yang memiliki perekonomian yang rendah dek seperti yang saya katakan tadi”.

- b. Apakah Bapak/Ibu memberikan hadiah atau pujian kepada anak jika mereka memperoleh prestasi yang bagus disekolah ?

Answer :”Ya, terkadang saya berikan sesuai dengan prestasi nilainya apakah bertambah atau tidak, pujian tetap saya berikan untuk mendorongnya lebih giat belajar”.

- c. Untuk meningkatkan prestasi belajar bahasa inggris anak, apakah Bapak/Ibu mengikutkan anak kedalam bimbingan belajar atau tambahan kursus di luar jam sekolah ?

Answer :“ hehehe....dikarenakan perekonomian yang kurang memungkinkan dek, jadi selaku orang tua kami hanya memasukkan anak kami ke sekolah formal saja dan untuk tambahan pengetahuannya melalui gadget, nonton youtube dan lain-lain ”.





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN)
PAREPARE
FAKULTAS TARBIYAH
VALIDASI INSTRUMEN PENELITIAN**

RESULT OF INTERVIEW

Interview Guide :

Day/Date : Kamis, 04 November 2021

Time : 14.00 wita

Place : Ratna, A.Md (Apoteker)

Parents : Pendidikan D3

Researcher : Fitri Ayu

1. Memberikan Perhatian

- a. Bagaimana cara Bapak/Ibu membimbing anak belajar bahasa Inggris di rumah ?

Answer : “Menasihati anak, memberikan dorongan seperti kalau mau jadi orang pintar harus giat belajar nak supaya mereka bisa mendapatkan pendidikan yang layak dan jadi kebanggaan serta mewujudkan impiannya”.

- b. Setiap anak pulang sekolah, apakah Bapak/Ibu menanyakan apa yang dipelajari hari ini di sekolah ?

Answer : “Sering malahan saya pantau terus dek, supaya anak juga tidak nakal serta rajin belajar, pintar dan bisa menggapai cita-citanya”.

2. Mengenali kesulitan belajar anak

- a. Bagaimana sikap Bapak/Ibu ketika anak mengalami kesulitan dalam mengerjakan tugas bahasa inggris dari sekolah ?

Answer : “hemmmmm...Begini dek, saya juga kurang paham dengan pembelajaran bahasa inggris dek meskipun saya lulusan D3 tapi basic saya bukan di sana, jadi saya hanya memasukkan anak saya dilembaga kursus seperti Komet setara dengan bimbel seusia anak saya. Dan juga menyuruhnya giat bertanya dan minta diajari oleh gurunya jika ada kesempatan”.

- b. Apa tindakan Bapak/Ibu ketika meminta untuk diajari dalam mengerjakan tugas yang kurang dimengerti ?

Answer : “Eeeeeehhhh... Seperti yang tadi saya katakan dikarenakan saya kurang paham jadi saya memasukkannya bimbingan belajar, menyuruhnya untuk lebih aktif bertanya dan belajar dengan gurunya dek hehhehe.....”.

- c. Faktor apa yang Bapak/Ibu berikan pada anak untuk meningkatkan motivasi belajar bahasa inggris anak ?

Answer :”Memberikan perhatian, menyediakan fasilitas belajar dek, terkadang juga membantu tugas anak kalau anak capek dan bawaannya anak suka ngeluh juga hehehe “.

3. Memberikan fasilitas belajar

- a. Apakah Bapak/Ibu menyediakan keperluan sekolah anak dalam belajar bahasa inggris?

Answer :” Ya dek, saya sediakan semua keperluannya guna untuk membantu anak saya supaya lebih giat belajar dan mendapatkan prestasi karena anak saya juga termasuk anak pintar dan mendapatakan juara dikelasnya”.

- b. Apakah Bapak/Ibu memberikan hadiah atau pujian kepada anak jika mereka memperoleh prestasi yang bagus disekolah ?

Answer :”Ya, sering saya berikan sesuai dengan prestasi nilainya apakah bertambah atau tidak, pujian tetap saya berikan untuk mendorongnya lebih giat belajar jadinya anak senang orang tua juga bangga hehehe”.

- c. Untuk meningkatkan prestasi belajar bahasa inggris anak, apakah Bapak/Ibu mengikutkan anak kedalam bimbingan belajar atau tambahan kursus di luar jam sekolah ?

Answer :“ Ya saya ikutkan dek. Karena sangat perlu dan menjadi bimbingan belajar diluar jam sekolahnya karena saya tau setiap anak beda cara tangkap dan kemauan belajarnya, anak saya dari dulu pengen masuk kursus jadi saya ikutsertakan sesuai dengan kemauannya saja karena sebagai orang tua kami hanya memberikan yang baik dan sesuai dengan tingkat kebutuhannya”.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN)
PAREPARE
FAKULTAS TARBIYAH
VALIDASI INSTRUMEN PENELITIAN**

RESULT OF INTERVIEW

Interview Guide :

Day/Date : Kamis, 04 November 2021

Time : 16.00 wita

Place : Cempa Toa

Parents : Marwah (Wiraswasta)

Researcher : Fitri Ayu

1. Memberikan Perhatian

- a. Bagaimana cara Bapak/Ibu membimbing anak belajar bahasa Inggris di rumah ?

Answer : “Begini nak, saya orangnya agak keras dan cara saya membimbing anak saya yah memantau mereka agak setiap hari bisa ke sekolah. Eeehh nah sekarang kan sudah mulai sekolah offline jadi saya lebih pantau lagi karena kemarin saja sekolah online malasnya minta ampun padahal cuman lewat handphone”.

- b. Setiap anak pulang sekolah, apakah Bapak/Ibu menanyakan apa yang dipelajari hari ini di sekolah ?

Answer : “Sering saya tanyakan dan pantau terus nak, karena anak saya agak nakal dan pemalas hehehe.....”.

2. Mengenali kesulitan belajar anak

- a. Bagaimana sikap Bapak/Ibu ketika anak mengalami kesulitan dalam mengerjakan tugas bahasa inggris dari sekolah ?

Answer : “Yah, Begini nak, saya sejujurnya kurang paham dengan pembelajaran bahasa inggris nak, karena saya bukan lulusan dari perguruan tinggi namun tetap saya ajari dengan melalui youtube dan media lain yang bisa saya manfaatkan”.

- b. Apa tindakan Bapak/Ibu ketika meminta untuk diajari dalam mengerjakan tugas yang kurang dimengerti ?

Answer : “Eeeeehhhh... Seperti yang tadi saya katakan dikarenakan saya kurang paham jadi saya memasukkannya bimbingan belajar saja nak hehehehe di komet.....”.

- c. Faktor apa yang Bapak/Ibu berikan pada anak untuk meningkatkan motivasi belajar bahasa inggris anak ?

Answer : ”Mengikutsertakan anak dalam bimbingan belajar bahasa inggris seperti di komet, memberikan perhatian, menyediakan fasilitas belajar nak, terkadang juga membantu tugas anak dan menghibur anak kalau capek hehehe“.

3. Memberikan fasilitas belajar

- a. Apakah Bapak/Ibu menyediakan keperluan sekolah anak dalam belajar bahasa inggris ?

Answer : "Ya dek, saya sediakan seperti video pembelajaran bahasa inggris melalui youtube dan lin-lain. Semua keperluannya guna untuk membantu anak saya supaya lebih giat belajar dan mendapatkan prestasi supaya anak juga otaknya bisa pintar seperti anak yang lain hehhehe...".

- b. Apakah Bapak/Ibu memberikan hadiah atau pujian kepada anak jika mereka memperoleh prestasi yang bagus disekolah ?

Answer : "Ya, terkadang saya berikan sesuai dengan yang ia mau, yah namanya juga anak".

- c. Untuk meningkatkan prestasi belajar bahasa inggris anak, apakah Bapak/Ibu mengikutkan anak kedalam bimbingan belajar atau tambahan kursus di luar jam sekolah ?

Answer : "Ya saya ikutsertakan karena perlu dan menjadi bimbingan belajar diluar jam sekolahnya karena sebagai orang tua kami hanya memberikan yang baik dan sesuai dengan tingkat kebutuhannya".



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN)
PAREPARE
FAKULTAS TARBIYAH
VALIDASI INSTRUMEN PENELITIAN**

RESULT OF INTERVIEW

Interview Guide :

Day/Date : Sabtu, 06 November 2021

Time : 10.50 wita

Place : Cempa Toa

Parents : Hasna, S.Pd (Guru)

Researcher : Fitri Ayu

1. Memberikan Perhatian

- a. Bagaimana cara Bapak/Ibu membimbing anak belajar bahasa Inggris di rumah ?

Answer : “Heheheh, dengan memberikan gambaran atau contoh yang lebih mudah di pahami oleh anak-anak misalkan dengan memperlihatkan contoh gambar dalam bahasa Inggris”.

- b. Setiap anak pulang sekolah, apakah Bapak/Ibu menanyakan apa yang dipelajari hari ini di sekolah ?

Answer : “Iya, tentu eeeeeehhh.. agar kami sebagai orang tua bisa tahu pembelajaran yang di dapatkan hari ini serta bisa memantau keseharian atau kegiatan proses belajar anak kami di sekolah”.

2. Mengenali kesulitan belajar anak

- a. Bagaimana sikap Bapak/Ibu ketika anak mengalami kesulitan dalam mengerjakan tugas bahasa inggris dari sekolah ?

Answer : “Hmmmmm...Tetap bersikap positif dan tidak membebani pola pikir anak dalam pembelajaran bahasa inggris serta selalu memberikan dukungan moral agar anak giat dalam belajar bahasa inggris”.

- b. Apa tindakan Bapak/Ibu ketika meminta untuk diajari dalam mengerjakan tugas yang kurang dimengerti ?

Answer : “Eeehhhhhhh.... yah apa, yah dengan menghubungi guru mata pelajaran di sekolah dan menanyakan mengenai tugas yang di berikan kepada anak”

- c. Faktor apa yang Bapak/Ibu berikan pada anak untuk meningkatkan motivasi belajar bahasa inggris anak ?

Answer : “Yah tentu ada faktor pendukung seperti memberikan hadiah jika anak berprestasi atau memiliki nilai yang bagus di kelas dan tentu memberikan hukuman seperti mengurangi jatah uang jajan jika anak malas belajar”.

3. Memberikan fasilitas belajar

- a. Apakah Bapak/Ibu menyediakan keperluan sekolah anak dalam belajar bahasa inggris?

Answer : “Iya tentu saja, seperti kamus bahasa inggris, poster, video pembelajaran bahasa inggris, audio kosa kata, dan buku-buku mata

pembelajaran yang berhubungan dengan pembelajaran bahasa inggris”.

- b. Apakah Bapak/Ibu memberikan hadiah atau pujian kepada anak jika mereka memperoleh prestasi yang bagus disekolah ?

Answer : “Iya tentu. Eeehhhhh... Biasanya anak saya suka diberikan hadiah seperti tas baru, buku baru atau refreshing liburan untuk mengapresiasi karena sudah mau belajar dengan giat meskipun terkadang nilainya anjlok tapi setidaknya ia sudah berusaha”.

- c. Untuk meningkatkan prestasi belajar bahasa inggris anak, apakah Bapak/Ibu mengikutkan anak kedalam bimbingan belajar atau tambahan kursus di luar jam sekolah ?

Answer : “Iya, saya ikutsertakan guna untuk menambah ilmu pengetahuanya tentang bahasa inggris dan semoga bisa menjadi solusi jitu agar ia tidak malas belajar bahasa inggris dengan masuk dalam bimbingan belajar diluar jam sekolah”.

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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN)
PAREPARE
FAKULTAS TARBIYAH
VALIDASI INSTRUMEN PENELITIAN**

RESULT OF INTERVIEW

Interview Guide :

Day/Date : Sabtu, 06 November 2021

Time : 13.50 wita

Place : Cempa Toa

Parents : Saberiah, S.Pd

Researcher : Fitri Ayu

1. Memberikan Perhatian

- a. Bagaimana cara Bapak/Ibu membimbing anak belajar bahasa inggris di rumah ?

Answer : “Memberikan dorongan seperti kalau mau jadi orang pintar harus giat belajar nak supaya sukses dan bahasa inggris itu mata pelajaran yang bagus kalau kamu pintar bahasa inggris orang tua bangga, hehehe gitu dek”.

- b. Setiap anak pulang sekolah, apakah Bapak/Ibu menanyakan apa yang dipelajari hari ini di sekolah ?

Answer : “Iya, tentu... agar kami bisa memantau keseharian atau kegiatan proses belajar anak kami di sekolah”.

2. Mengenali kesulitan belajar anak

- a. Bagaimana sikap Bapak/Ibu ketika anak mengalami kesulitan dalam mengerjakan tugas bahasa inggris dari sekolah ?

Answer : “Hehehe. Yah bersikap biasa saja dalam artian tidak menekan anak dan tetap bersikap positif yang penting anak mau belajar dan tidak absen di sekolah mengenai kesulitan belajar dalam mengerjakan tugasnya kami bantu selaku orang tua”.

- b. Apa tindakan Bapak/Ibu ketika meminta untuk diajari dalam mengerjakan tugas yang kurang di mengerti ?

Answer : “Hahaha, kalo soal ini nak, sebetulnya saya juga kurang paham dengan pembelajaran bahasa inggris tapi jika anak meminta untuk diajari saya ajari dengan semampu saya dengan bantuan google terjemahan tentunya”.

- c. Faktor apa yang Bapak/Ibu berikan pada anak untuk meningkatkan motivasi belajar bahasa inggris anak ?

Answer : “Ya faktor pendukung dengan memenuhi fasilitas belajarnya, memberikan perhatian, memantau hasil belajarnya, memberikan hadiah bila anak mendapatkan prestasi dan memberikan sedikit hukuman juga dengan mengurangi jatah uang jajannya”.

3. Memberikan fasilitas belajar

- a. Apakah Bapak/Ibu menyediakan keperluan sekolah anak dalam belajar bahasa inggris?

Answer : “Ya saya sediakan, karena menjadi faktor penunjang seperti kamus, handphone untuk google terjemahan jika diperlukan, buku kosa-kata dan buku-buku yang berhubungan dengan pembelajaran bahasa inggris”.

- b. Apakah Bapak/Ibu memberikan hadiah atau pujian kepada anak jika mereka memperoleh prestasi yang bagus disekolah ?

Answer : “Tentu saja saya berikan hadiah agar anak ada dorongan dalam belajar dan saya berharap bisa meningkatkan prestasi belajarnya juga disekolah hehehe.....”.

- c. Untuk meningkatkan prestasi belajar bahasa inggris anak, apakah Bapak/Ibu mengikutkan anak kedalam bimbingan belajar atau tambahan kursus di luar jam sekolah ?

Answer : “Eeehhhh, sebetulnya saya mau memasukkannya di bimbingan belajar atau pembelajaran tambahan seperti anak yang lain namun anaknya memang pemalu dan belum mau untuk ikut pembelajaran tambahan jadi untuk saat ini cuman sekolah saja”.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN)
PAREPARE
FAKULTAS TARBIYAH
VALIDASI INSTRUMEN PENELITIAN**

RESULT OF INTERVIEW

Interview Guide :

Day/Date : Sabtu, 06 November 2021

Time : 15.50 wita

Place : Cempa Toa

Parents : Dahliah, S.Pd

Researcher : Fitri Ayu

1. Memberikan Perhatian

- a. Bagaimana cara Bapak/Ibu membimbing anak belajar bahasa Inggris di rumah ?

Answer : “heemmm, apa yah..ehhh. memasukkan anak ke sekolah formal salah satunya, eh selain itu mengajarkan sedikit jika ada saya tau tentang tugasnya. Selebihnya saya suruh bertanya ke guru mata pelajarannya”.

- b. Setiap anak pulang sekolah, apakah Bapak/Ibu menanyakan apa yang dipelajari hari ini di sekolah ?

Answer : “Iya, tentu... agar kami bisa memantau keseharian atau kegiatan proses belajar anak kami di sekolah”.

2. Mengenali kesulitan belajar anak

- a. Bagaimana sikap Bapak/Ibu ketika anak mengalami kesulitan dalam mengerjakan tugas bahasa inggris dari sekolah ?

Answer : “Hehehe...Tetap bersikap positif dan memberikan dukungan tidak terlalu membebani pola pikir anak dalam pembelajarannya terutama mata pelajaran bahasa inggris paling saya cuman menyuruhnya untuk mengukang mata pelajarannya saja”.

- b. Apa tindakan Bapak/Ibu ketika meminta untuk diajari dalam mengerjakan tugas yang kurang dimengerti ?

Answer : “Eeehhhhhhhh.... yah apa, yah dengan menghubungi guru mata pelajaran di sekolah dan menanyakan mengenai tugas yang di berikan kepada anak”.

- c. Faktor apa yang Bapak/Ibu berikan pada anak untuk meningkatkan motivasi belajar bahasa inggris anak ?

Answer : “Ya ada, seperti faktor pendukung dengan memberikan hadiah jika anak mendapatkan nilai yang bagus dari sebelumnya di kelas dan tentu memberikan hukuman seperti mengurangi jatah uang jajan jika anak malas belajar dan nilai turun”.

3. Memberikan fasilitas belajar

- a. Apakah Bapak/Ibu menyediakan keperluan sekolah anak dalam belajar bahasa inggris?

Answer : “Ada, seperti kamus bahasa inggris, poster bahasa inggris, video pembelajaran bahasa inggris, buku kosa kata, dan buku-buku

mata pembelajaran yang berhubungan dengan pembelajaran bahasa inggris itu saja setahu saya, hehehehe....”.

- b. Apakah Bapak/Ibu memberikan hadiah atau pujian kepada anak jika mereka memperoleh prestasi yang bagus disekolah ?

Answer :” Ya, sering saya berikan sesuai dengan prestasi nilainya apakah bertambah atau tidak, pujian tetap saya berikan untuk mendorongnya lebih giat belajar jadinya anak senang orang tua juga bangga hehehe...”

- c. Untuk meningkatkan prestasi belajar bahasa inggris anak, apakah Bapak/Ibu mengikutkan anak kedalam bimbingan belajar atau tambahan kursus di luar jam sekolah ?

Answer : “Hemmmmm, sebetulnya saya ingim memasukkannya di bimbingan belajar seperti komet dan JILC atau pembelajaran tambahan seperti anak yang lain namun anaknya memang pemalu dan belum mau untuk ikut pembelajaran tambahan seperti itu”.

PAREPARE

DOCUMENTATION





SURAT KETERANGAN WAWANCARA

Pinrang, 13 Desember 2021

Yang bertanda tangan dibawah ini :

Nama lengkap :

Pekerjaan :

Alamat :

Dengan ini menerangkan bahwa :

Nama : Fitri Ayu

NIM : 17.1300.093

Perguruan Tinggi : IAIN Parepare

Jurusan/Prodi : Tarbiyah/PBI

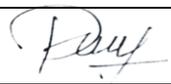
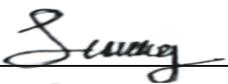
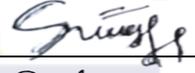
Bahwa benar telah melakukan wawancara dengan saya dalam rangka penyusunan skripsi yang berjudul “The Model of Parents Motivation in Students English Learning at SMPN 1 Cempa Kab.Pinrang”

Demikian surat keterangan ini dibuat dengan benar untuk dipergunakan sebagaimana mestinya.

SURAT KETERANGAN WAWANCARA

Pinrang, 13 Desember 2021

Yang bertanda tangan dibawah ini :

No	Nama	Pekerjaan	Alamat	TTD
1	Darna	Penjual karasa	Jalan Cempa	
2	Sajeriani	Penjual karasa	Jalan Cempa	
3	Sarifah	Wirausaha	Jalan Cempa	
4	Sahida	Penjual Karasa	Jalan Cempa	
5	Risna	Wiraswasta	Jalan Cempa	
6	Ratna A.Md	Apoteker	Cempa Toa	
7	Marwah	Wirausaha	Cempa Toa	
8	Hasna, S.Pd	Guru	Cempa Toa	
9	Saberiah, S.Pd	Wirausaha	Cempa Toa	
10	Dahlia, S.Pd	Wirausaha	Cempa Toa	

Dengan ini menerangkan bahwa :

Nama : Fitri Ayu
NIM : 17.1300.093
Perguruan Tinggi : IAIN Parepare
Jurusan/Prodi : Tarbiyah/PBI

Bahwa benar telah melakukan wawancara dengan saya dalam rangka penyusunan skripsi yang berjudul “The Model of Parents Motivation in Students English Learning at SMPN 1 Cempa Kab.Pinrang”.

Demikian surat keterangan ini dibuat dengan benar untuk dipergunakan sebagaimana mestinya.

SURAT KETERANGAN TELAH MENELITI

Nomor :/--/---/-----

Yang bertanda tangan di bawah ini :

Nama : Muhammad Nawir S.H

Jabatan : Lurah

Alamat : Jln. Carawali

Dengan ini menerangkan bahwa :

Nama : Fitri Ayu

Nim : 17.1300.093

Fakultas/Program Studi : Tarbiyah/Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswi (S1) INSTITUT AGAMA ISLAM NEGERI
PARE-PARE

Alamat : Kanni, Kec. Paleteang. Kab. Pinrang

Benar telah melakukan penelitian di desa Cempa, Kelurahan Cempa, Kecamatan cempa, Kabupaten pinrang. Berdasarkan Surat Dinas Penanaman Modal Dan Terpadu Satu Pintu Kabupaten Pinrang Nomor :503/0532/PENELITIAN/DPMPTSP/11/2021 tanggal 02 November 2021 untuk memperoleh data sehubungan dengan penyusunan skripsi yang berjudul "THE MODEL OF PARENTS MOTIVATION IN STUDENTS ENGLISH LEARNING AT SMPN 1 CEMPA KAB.PINRANG"

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Pinrang, 05 Januari 2022
Kepala Lurah Cempa

Muhammad Nawir. S.H



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH

Alamat : Jl. Ahmad Dahlan No. 08 Sateang Parepare 91132 telp (0421) 21907 Faks 24404
150 Dks 909 Parepare 91100, website www.iainparepare.ac.id email mail@iainparepare.ac.id

Nomor : B.3221/In.39.5.1/PP.00.9/10/2021
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Pinrang
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,
Kab. Pinrang

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Fitri Ayu
Tempat/Tgl. Lahir : Pinrang, 09 September 1998
NIM : 17.1300.093
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : Kanni, Kec. Paleteang, Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kab. Pinrang dalam rangka penyusunan skripsi yang berjudul :

"The Model Of Parents Motivation In Students English Learning Of SMPN 1 Cempa"

Pelaksanaan penelitian ini direncanakan pada bulan Oktober sampai bulan November Tahun 2021.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 25 Oktober 2021

Wakil Dekan I,



Muh. Dahlan Thalib

Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah



PEMERINTAH KABUPATEN PINRANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
UNIT PELAYANAN TERPADU SATU PINTU
Jl. Jend. Sukawati Nomor 40. Telp/Fax : (0421)921695 Pinrang 91212

KEPUTUSAN KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG
Nomor : 503/0532/PENELITIAN/DPMPTSP/11/2021

Tentang

REKOMENDASI PENELITIAN

- Menimbang : bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 01-11-2021 atas nama FITRI AYU, dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Rekomendasi Penelitian.
- Mengingat : 1. Undang - Undang Nomor 29 Tahun 1959;
2. Undang - Undang Nomor 18 Tahun 2002;
3. Undang - Undang Nomor 25 Tahun 2007;
4. Undang - Undang Nomor 25 Tahun 2009;
5. Undang - Undang Nomor 23 Tahun 2014;
6. Peraturan Presiden RI Nomor 97 Tahun 2014;
7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;
8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016; dan
9. Peraturan Bupati Pinrang Nomor 38 Tahun 2019.
- Memperhatikan : 1. Rekomendasi Tim Teknis PTSP : 0955/RT.Teknis/DPMPTSP/11/2021, Tanggal : 01-11-2021
2. Berita Acara Pemeriksaan (BAP) Nomor : 0534/BAP/PENELITIAN/DPMPTSP/11/2021, Tanggal : 01-11-2021

MEMUTUSKAN

- Menetapkan :
- KESATU** : Memberikan Rekomendasi Penelitian kepada :
- Nama Lembaga : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
 - Alamat Lembaga : JL. AMAL BAKTI NO. 08 SOREANG
 - Nama Peneliti : FITRI AYU
 - Judul Penelitian : THE MODEL OF PARENTS MOTIVATION IN STUDENTS ENGLISH LEARNING OF SMPN 1 CEMPA
 - Jangka waktu Penelitian : 1 Bulan
 - Sasaran/target Penelitian : SISWA(I) DAN ORANG TUA
 - Lokasi Penelitian : Kecamatan Cempa
- KEDUA** : Rekomendasi Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 01-05-2022.
- KETIGA** : Peneliti wajib mentaati dan melakukan ketentuan dalam Rekomendasi Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.
- KEEMPAT** : Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan, dan akan diadakan perbaikan sebagaimana mestinya.

Diterbitkan di Pinrang Pada Tanggal 02 November 2021



Ditandatangani Secara Elektronik Oleh :
ANDI MIRANI, AP., M.Si
NIP. 197406031993112001
Kepala Dinas Penanaman Modal dan PTSP
Selaku Kepala Unit PTSP Kabupaten Pinrang

Biaya : Rp 0,-



Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BSiE



CURICULUM VITAE

Fitri Ayu, the writer was born on September 09th1998 in Pinrang. She is the second child in her family. She has elder brother and young sister. Her parent's name is Bakri banong and Hj. St. Marwah. She began her study on 2004 at TK RA Sempang on 2004 at SD 214 Kanni 2010 and graduated on 2010. In the same year, she continued her study at SMPN 2 Pinrang and graduated on 2013.

In the same year she continued her study at MAN Pinrang focused on sains education (IPA) and graduated on 2016. After graduated, she decided to continued her study at STAIN Parepare. She took Tarbiyah Faculty and focused on English Education Program. She completed her a thesis on 2022 with the title "The Model of Parents Motivation in Students English Learning Of SMPN 1 Cempa Kab. Pinrang".

