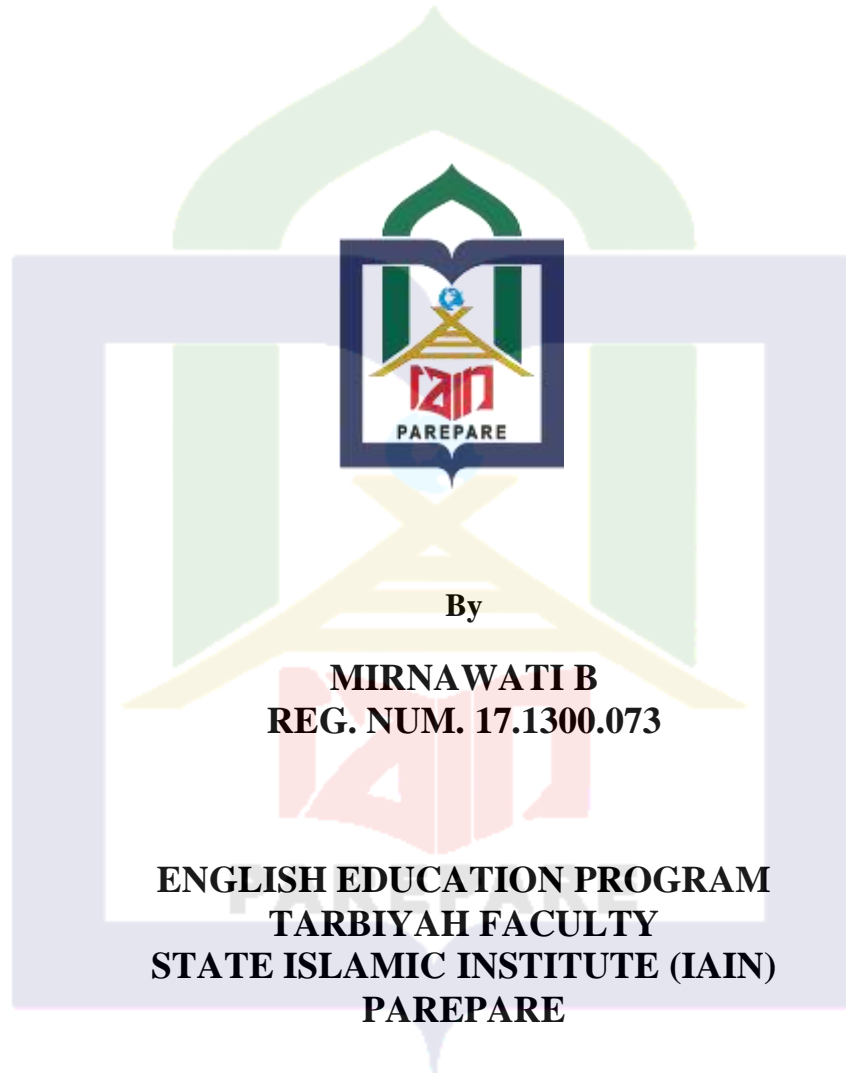


**A THESIS**

**THE INFLUENCE OF THE FAMILY ENVIRONMENT ON  
STUDENTS' INTEREST IN LEARNING ENGLISH  
AT SMA NEGERI 7 PINRANG**



**2021**

**THE INFLUENCE OF THE FAMILY ENVIRONMENT ON  
STUDENTS' INTEREST IN LEARNING ENGLISH  
AT SMA NEGERI 7 PINRANG**



By

**MIRNAWATI B  
REG. NUM. 17.1300.073**

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)

**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

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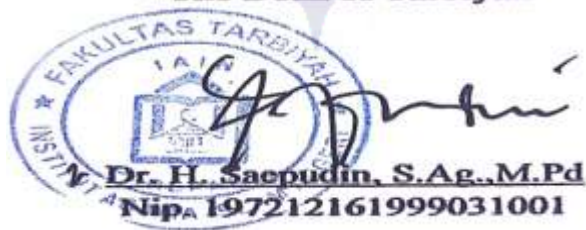
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*“In the name of Allah, the Beneficent and the Merciful”*

---

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Parepare, 24<sup>th</sup> April 2021

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## DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI


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Stated this thesis is her own writing and if it can be proved that it was copied, duplicated or compiled by any other people, this thesis and the degree that has been gotten would be postponed.

Parepare, 27<sup>th</sup> January 2021

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## ABSTRACT

**Mirnawati B.** *The Influence of the Family Environment on Students' Interest in Learning English At SMA Negeri 7 Pinrang* (Supervised by Abd. Rauf Ibrahim. and Amzah Selle.).

One of the benchmarks in students' interest in learning English is the influence of the family environment. Student interest in learning is influenced by internal factors and student external factors. This study aims to determine the effect of the family environment on students' interest in learning English at SMA Negeri 7 Pinrang.

This research is an ex post facto quantitative research. The population in this study were 260 students of class XI SMA Negeri 7 Pinrang. The sample technique used was stratified random sampling so that a sample of 78 students was obtained. The data collection technique used in this study was a questionnaire.

The results showed that there was an influence of the family environment on students' interest in learning English at State Senior High School (SMAN) 7 Pinrang. This is indicated by the significance result of 0.000 which is smaller than the level of  $\alpha = 0.05$ , which means that  $H_0$  is rejected and  $H_a$  is accepted. The magnitude of the influence of the family environment on the interest in learning English at Pinrang Public Senior High School (SMAN) 7 is 31%. It is seen from the adjusted  $R^2$  of 31% while 69% is explained by variables outside the model.

**Keywords :** *Influence Family, Interest, Skripsi*

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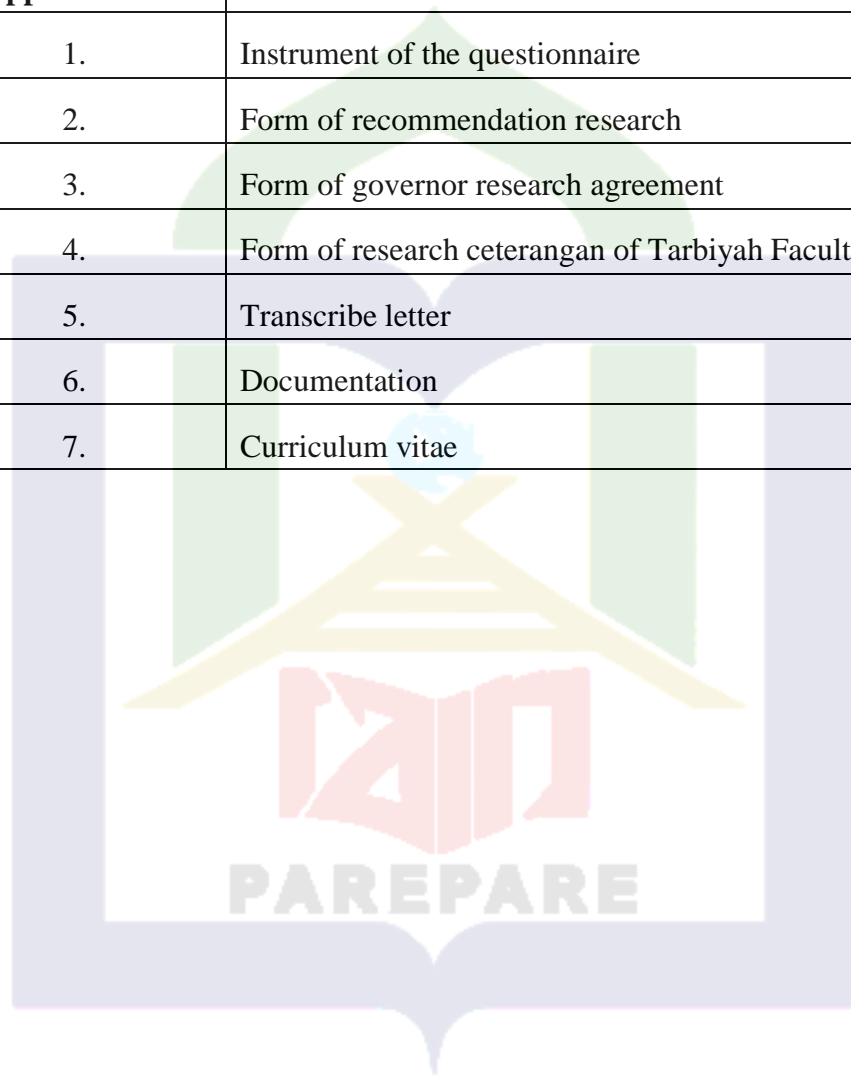
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## CHAPTER I

### INTRODUCTION

#### A. Background

The era of globalization is the designation of the world situation now where day after day changes continue to occur both in the field of knowledge and in the field of technology. Even though we as Indonesian citizens are not too touched by technological advances where we are only capable as good consumers, it does not show a setback for the Indonesian State. The progress that continues to occur is accompanied by efforts in our education world in improving the quality and quality of Indonesian students.<sup>1</sup> With globalization in different walks of life, learning a foreign language, especially for young people, is often related to a person's future life.

English should be actively mastered, both spoken and written. As a global language, English is not only a global medium of communication, English is also an academic need for mastery of the language aspect. English lessons illustrate different abilities and understandings in learning languages. Learning English in Indonesia memorizes more than just understanding. This is considered less supportive in preparing someone to be able to use English in conversations with other people or for academic matters. because one of the criteria for student success in learning is the learning outcomes they achieve. Their learning outcomes can be influenced by internal and external factors. One of the internal and external factors is the family environment.

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<sup>1</sup> Makmun Khairani, *Psikologi Belajar*, (Yogyakarta : Aswaja Pressindo, 2014), P. 135

The family environment is one of the internal and external factors that greatly affect students' interest in learning in English. Usually students are always dealing with the family environment and are members of the family. As family members, students always interact with other family members, especially with their parents. Plenty of time and opportunity to meet and interact with families, therefore the first influence in life is the family or family environment. A family environment that shapes students by familiarizing themselves with good and polite language, then the child grows up with a good attitude, able to systematically regulate the language to be spoken.<sup>2</sup> The family is the first and foremost educational institution, because it is in this family that children receive education and guidance for the first time. In a family environment it can create student interest in English.

In addition to the family environment, the interest itself has a very big influence on the interest in learning English, because if students do not have the interest in learning English, no matter how good and how good the material is taught, students will not learn as well as possible, because there is no attraction. for these students. The interest in learning will encourage students to learn English. Interest arises from the results of being familiar with the environment, or the results of interacting and learning with the environment. If someone has an interest in something, then he will be a potential for that person to achieve success in that field of interest. Because interest will give birth to extraordinary energy to fight for what is desired. Students who have an interest in a particular subject tend to pay more attention to the subject. Interest has a big influence on learning, because student interest is the main factor

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<sup>2</sup> Prater, *Parent and Family Involvement in the Education of Children with Special Needs*, (International Encyclopedia of Education,., 2010),P. 89



that can determine interest. Many factors affect interest in learning, including: individual factors, family environmental factors, and material factors being studied. These factors are an inseparable unity, but influence each other and are related to one another. Another factor that affects interest in learning is from the social environment, including the family environment.

They are more likely to be laughed at if they are wrong in the pronunciation or use of words. Mostly, students who have good English skills are students who have attended high quality schools where both the school and family environment are very supportive of their development and most of them are in urban areas. Whereas students who only attend schools in remote areas with minimal facilities and infrastructure and lack of support from the surrounding environment cause learning to tend to be low in English, even though English has been learned since junior high school. They only dare to use English while in class, the rest they prefer silence than communicating in English.<sup>3</sup> Even though they are English students, they still have a fear of always practicing English. Interest in learning English one must have motivation in himself to be easier in learning English and get support or encouragement both from the surrounding environment and family environment.

Shame overcomes their courage in arranging words using English. In addition, a sense of shame arises due to responses from the surrounding environment that does not support their desire to always communicate in English. Where when they speak in English with their friends, sometimes people will think that they are arrogant students who intentionally communicate in English just to show their

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<sup>3</sup>Aunurrahman, *Belajardan Pembelajaran*, (Bandung;Alfabet, 2010), P. 24-25

intelligence.<sup>4</sup>This is one of the obstacles for students to improve their speaking skills in using English.

From the description above, it is explained that the family environment and interest in learning have an important role in students' interest in English. So the researchers are interested in examining whether there is an influence of the family environment on students' interest in learning in English. Therefore, researchers are interested in conducting research with the title “The Influence of the Family Environment on Student’s Interest in Learning English At SMA Negeri 7 Pinrang“.

## **B. Research Questions**

Based on the background explanation above, the researcher formulates the research question as follow:

1. Is there any influences of the family environment on students' interest in learning English at Sekolah Menengah Atas Negeri (SMAN) 7 Pinrang ?
2. How is the influence of the family environment on students' interest in learning English at Sekolah Menengah Atas Negeri (SMAN) 7 Pinrang ?

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<sup>4</sup>Sudjana, *Penilaian Hasil Belajar Mengajar*, (Bandung: PT Raja GrafindoPersada ,1991), P.78

### **C. Objective of the Research**

Related to the problem statement above, the objectives of the research are :

1. To describe whether there is an influence of the family environment on students' interest in learning English at Sekolah Menengah Atas Negeri 7 Pinrang.
2. To describe how the family environment affects students' interest in learning English at Sekolah Menengah Atas Negeri 7 Pinrang.

### **D. Significance of the Research**

This research is expected to make a positive contribution to the use of English in everyday life. Benefits that can be taken include.

1. For researchers, being able to add and develop theories through theoretical studies during the preparation of the final project.
2. For students, they can recognize themselves so that they can increase their interest in learning English.
3. For the families of students, it can create a good family environment so that students can increase their interest in learning English.
4. For the school, it can be into consideration in order to taken provide facilities that can foster students' interest in learning.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This section presents the theories that are related to the study, there are some pertinent ideas that explain the concept of the variable of the research.

#### 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 has been come by Listriyanti Palangda from Makassar public university with tittle “ The Influence of Family Environment Toward Interest To Learn of Economic Students SMKN 4 Makassar “. The research discusses about the study discusses that the family environment has a moderate relationship and has a significant positive effect on student interest in learning, there is a positive and significant influence on the family environment on student interest. where the influence of the family environment on interest in learning. In terms of several indicators, namely; how to educate parents, relationships between family members, guidance from parents, a conducive atmosphere for learning, One of the needs of children at home is a conducive atmosphere for supportive learning, because this condition is a factor that supports children's learning activities. Regarding the atmosphere conducive to learning, most of the students stated that they were supportive. Parents who are able to provide learning facilities, students will have

good interest in learning and parents must give attention, encouragement and enthusiasm to children to be more active in learning.<sup>5</sup>

The research similarities between previous researchers and current research are the first on the topic of raising, namely the influence of the family environment on interest in learning, the second refers to the object of research are students, and the third, the instrument. for data collection is a questionnaire.

The difference is, previous research has focused on students' interest in learning economics while research should focus on students' interest in learning English. And previous research using this type of qualitative research

Inarotul Ulya conducted a research entitled “ The Role of Parents in Fostering Children's Learning Interest in English Subjects during the Covid-19 Pandemic for Class III Students Min 2 Pringsewu “. Based on the results of this thesis, the researcher concluded that in fostering interest in children's learning, parents do different things, for example providing motivation, advice and encouragement to their children, all parents do to foster interest in learning. Own interest depends on the learning opportunities that a person has, it can be said that the development of interest is highly dependent on the family environment and adults who are closely related to students, then the factor that greatly influences students in developing their interests is parents.<sup>6</sup>

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<sup>5</sup>Listriyanti Palangda, “ *The Influence of Family Environment Toward Interest To Learn of Economic Students SMKN 4 Makassar*”, <http://epirints.unm.ac.id/4454/1/tesislistriyantipalangda>. (March 17,2017).

<sup>6</sup> Inarotul Ulya, “ *The Role of Parents in Fostering Children's Learning Interest in English Subjects during the Covid-19 Pandemic for Class III Students Min 2 Pringsewu* “. <http://repository.radenintan.ac.id/12286/>.(October 08, 2020).

The research similarity between previous researchers and current research is the first on the topic of raising students' interest in learning in English, the second refers to the object of research are students, and the third, the instrument. for data collection is a questionnaire.

The difference is, previous research focused on fostering student interest in learning English during the Covid-19 pandemic. while research should focus on the influence of the family environment on students' interest in learning English. And previous research using qualitative descriptive research.

Varida Waty Rahayu and Bambang Sugeng from Yogyakarta state university with the title “The influence of family environment and parental support on interest in learning English”. Based on the results of their journal. Researchers found that the family environment and the encouragement of parents have an effect on the interest in learning English because by being in a conducive living environment the child will get a good place to study and the parents are the most influential factors on social behavior and children's interest in learning and child work status at a later time. in this study shows that there is a positive influence between family environment and parental support on interest in learning English.<sup>7</sup>

The research similarity between previous researchers and current research is the first on the topic of raising the family environment and students' interest in learning in English, the second refers to the object of research are students, and the third, the instrument. for data collection is a questionnaire.

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<sup>7</sup>Varida Waty Rahayu and Bambang Sugeng, “ *The influence of family environment and parental support on interest in learning English*”.<https://journal.uny.ac.id/index.php/ljtp/article/2474>. ( May 1. 2014)

## **B. Some Pertinent Ideas**

### **1. The Concept of Family Environment**

#### **a. Definition Family Environment**

In this section there are several related definitions of the family environment that affect students' language development, as follows

The family environment plays a very important role in the growth and development of student interest in learning. Through association, someone will be influenced by his interests. This is in accordance with Crow and Crow's opinion which states that interest can be obtained from the association of children from the environment in which they live. The environment is a family that takes care of children, a school where to educate, and a community where they hang out and play in their daily lives.

The family environment is the first and primary institution in children's education, because it is in the family that humans are born and develop into adulthood. The way parents educate will always affect the body and the development of character, character and personality of each human being. The education received in the family is what children will use as the basis for further education at school. And then the family environment is the first place of life begins and is very influential on student success.<sup>8</sup> The social environment that affects learning activities more is the parents and the students' families. Parental traits, family management practices, family

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<sup>8</sup>Djaali, *Psikologi Pendidikan*, (Jakarta: Bumi Aksara, 2012), P. 99

tensions, and family demographics (home location) can all have a good or bad impact on learning activities and student outcomes.<sup>9</sup>

The environment, in general, is an area or area and what is contained in it, the environment can involve a number of the five human senses, especially hearing and sight. Such limitations and situations illustrate that the language environment is a situation in a particular area where a language grows, develops, and is used by its speakers. In other words, the language environment includes all situations that can be heard and seen by speakers in a particular area where a language is used. The language environment is everything that can be heard and seen which also affects the language communication process.

According to Dalyono, the Environment includes all materials and stimuli inside and outside oneself individual, both physiological, psychological, and socio-cultural.<sup>10</sup> Fuad Ihsan said the definition of the environment in relation to education as follows, the environment can be interpreted, as everything something that is outside the child. Ahmadi argues that the family environment is the first and foremost influence for a person's life, growth and development. Plenty of time and opportunity for children to meet and interact with families. The encounter and interaction has a huge influence on a person's behavior and interest in learning.<sup>11</sup>

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<sup>9</sup>MuhibinSyah, *Psikologi Pendidikan Dengan Pendekatan Baru*, (Bandung: PT. RemajaRosadaKarya, 2010),P.135

<sup>10</sup>Dalyono, *Psikologi Pendidikan Komponen MKDK*, (Jakarta: PT.RinekaCipta, 2009),P. 2

<sup>11</sup>Abu Ahmadi, *Psikologi Belajar*. (Jakarta: PT Rineka Cipta, 2004), P. 108



To be clearer, the language environment includes situations in the classroom during the learning process, in markets, shopping centers, restaurants, conversations with groups of people, while watching television, when reading mass media or various other reading materials and other environmental situations.

According to Khairuddin, the definition of family is:

- 1) The family is a small social group that generally consists of a father, mother, and child.
- 2) Social relations among family members are relatively fixed and based on blood ties, marriage.
- 3) Relationships between families are animated by an atmosphere of love and a sense of responsibility.
- 4) The function of the family is to care for, nurture, and protect children in the framework of their socialization so that they are able to control themselves and have a social spirit.

Family is the initial media for children to know their environment, from which he started to explore (exploration) and discover his character, attitude, and ability to differentiate various objects in his environment.<sup>12</sup>

While according NS Sukmadinata, family is the first and foremost environment in education, provide a basic foundation for the learning process in the school environment and society.<sup>13</sup> Setiono also said that the family

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<sup>12</sup> Abu Ahmadi dan Nur , *Ilmu Pendidikan*, (Jakarta : Rineka Cipta, 2001), P. 176

<sup>13</sup> NS. Sukmadinata, *Landasan Psikologi*, (Jakarta : Bumi Aksara,2003), P. 163

environment is a group of people who are related by blood or marriage. The people who belong to the family are father, mother and son.<sup>14</sup>

Based on some of the descriptions above, it can be concluded that the family environment is everything that is in a small social group that functions to protect each of its members, consisting of fathers, mothers, and children who have blood relations, a sense of affection between them. In the world of education, the family environment has the most important function to shape the character of a child, because the family environment is the first environment a child learns before they are in a secondary environment (school and community environment).<sup>15</sup> Concludes that family environment is the first determining factor students can succeed or not in learning. Success people parents educate and provide direction in learning at home provide kindness and provide motivation for students in learning school. Students who tend to have a harmonious family will provide goodness in students.

#### **b. Function of Family Environment**

In this section there are several related definitions about function of the family environment that affect students' language development, as follows

According to Ahmad Tafsir, that the function of education in the family must be done to create harmony both within an out side that family. If there is function in the role of education, it willthere is a crisis in education. Parents, especially fathers as leaders in the family, should carry out their

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<sup>14</sup> Setiono, *Psikologi Keluarga*, ( Jakarta: PT Alumni. 2011), P. 24

<sup>15</sup>Khairuddin, *Sosiologi Keluarga*, (Yogyakarta:Liberty,2008), P. 2

functions with good. So as to create the coveted happy family.<sup>16</sup> The function of the family is mainly to build two-way communication into various mental, social, emotional, and coping engagements child's problem.<sup>17</sup>

From the explanation above that the family function creates harmony, so that in the family there is a close relationship. Especially with the role of the father who is the head of the family who must be the leader in the family. In every family has a role, and must carry out its role properly. So that you can create a happy family.

According to Arief Rohman the family has the following functions:

- 1) Protection function, the family must provide protection, care, and guard against any disturbances that can threaten the safety of family members.
- 2) The function of recreation, the family must provide and create a sense of peace, serenity and cheerfulness so that the family environment provides entertainment facilities for children.
- 3) The function of initiation, the family must introduce the children to things that are around their environment, such as the names of animals, names of other families, relatives, and neighbors so that the child knows the surrounding environment.

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<sup>16</sup> Helmawati, *Pendidikan Keluarga*, (Bandung : PT RemajaRosdakarya, 2014), P. 44

<sup>17</sup> Conny Setiawan, *Belajar dan Pembelajaran*, ( Jakarta : Rineka Cipta,2009), P. 39

- 4) The function of socialization, children must be provided with education about customs and culture that are applied in the environment they are living in so that children.
- 5) Educational function, day children are given early education, both knowledge and culture. So that children can grow up to be smart and moral children.<sup>18</sup>

There are several functions of the family environment described above, it can be concluded that every family must provide protection and safety for their family members, besides that the family must provide a comfortable place in the form of facilities and infrastructure. and the family introduces those around it, for example the name of the animal. the family introduces the culture that exists in the family so that they can live well around it and finally the family educates their children to have morals.

### **c. Factors of Family Environmental**

In a simple sense, interest is the desire for something without compulsion. In learning interest, a student has different factors that influence interest in learning.

Various factors in the family environment that can influence students' interest in English. There are several opinions of experts who explain the family environmental factors as follows.

The parent factor in the family has a very big influence on the learning success of children. The level of parental education, the size of the

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<sup>18</sup>Arif Rohman, *Memahami Pendidikan (Ilmu Pendidikan)*, (Surabaya:LBM,2009), P. 200.

income, sufficient or inadequate attention and guidance from parents, whether or not parents are harmonious, whether parents are familiar with the children or not, whether the home situation is calm or not, all of these also influence children's learning achievement. In addition, the condition of the house also affects learning success. The size of the house, whether there is equipment or learning media such as blackboards, pictures, maps, whether or not there are rooms or study desks, and so on. All that also determines a person's learning success.<sup>19</sup>

The family has a major role in caring for children, in all norms and ethics that apply in the community, and the culture can be passed on from parents to children from generations adapted to the development of society. The family has an important role in improving the quality of human resources, moral education in the family needs to be instilled at an early age in each individual. However, apart from the level of education, individual morale is also a measure of the success or failure of a development.

According to Slameto family environmental factors that affect children's learning motivation are as follows:

- 1) How parents educate

How to educate parents will affect children's learning. If parents always provide positive, friendly, and gentle encouragement but have rules on

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<sup>19</sup>Mansyur Asngari, *Pengaruh Lingkungan Sekolah Dan Lingkungan Keluarga Terhadap Prestasi Belajar Siswa Kelas X Sma Muhammadiyah Purworejo*, (Purworejo: Skripsitidakditerbitkan, 2014), P. 13-14.

children's behavior, giving more input and not criticizing it will make children motivated to learn and results.

## 2) Relationships between family members

The most important relationship is the relationship between children and parents. The lack of relationship between children and parents will make them indifferent. Communication between children and parents is needed so that every family knows the problems of each family member, their needs, and also the difficulties they are facing. By facing it together, every problem in the family can be resolved. Likewise, if a child is having difficulties in the teaching and learning process, it is necessary to encourage the family to generate enthusiasm for learning.

## 3) Home atmosphere

The home atmosphere is a situation or event that often occurs in the family where the child is and is studying. The house should create a comfortable, peaceful, and conducive situation so that when a child learns it will be calmer. If the number of families is relatively large and crowded, children's learning will be disturbed and children will become lazy to study at home. So, when children are studying, parents and other members should appreciate and create a conducive atmosphere.

## 4) Family economic condition Sufficient economic

Conditions will make children excited to learn because their parents will fulfill their learning needs. The availability of learning facilities such as

study rooms, bookshelves, stationery, and other equipment will motivate children to learn. this can be fulfilled if their parents have enough money.

#### 5) Understanding Parents

Parents educate their children, one of which is so that they can help with their parents' work at home, but parents also have to understand the child's duties at school. Parents must also encourage their children to study at home, do not disturb children when studying and do chores with household chores. Helping as much as possible the difficulties that are being experienced by the child in terms of learning and subjects, in that way the child will feel cared for and excited to learn.

#### 6) Cultural background

Parents' background is very influential on a child's attitude, both in terms of education and parental habits. Parents must instill good habits in their children so that they are encouraged to be children who are eager to learn so that the children's learning outcomes at school do not disappoint.<sup>20</sup>

Based on some of the descriptions above, each family member has their respective roles. The role of the father as a family leader who has the role of breadwinner, educator, protector or protector, giver of security for each family member and also as a member of certain groups of society. The role of mothers as housekeepers, caregivers and educators of children, protectors of the family and also as members of certain social groups. Meanwhile, the role

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<sup>20</sup>Slameto, *Belajar dan Faktor-Faktor yang mempengaruhi*, (Jakarta: Rineka Cipta, 2010), P. 60-64

of children as psychosocial actors is in accordance with their physical, mental, social and spiritual development.

## 2. Interest of Study

### a. The Definition of Interest

In this section there are several related definitions of interest that affect students' language development, as follows

Before we see interest in learning, we must pay attention to interest and study. The word interest is etymologically derived from the English language "interest" which means liking, attention (the inclination of the heart to something), desire. So in the learning process students must have an interest or liking to take part in ongoing learning activities, because there is an interest that will encourage students to show concern, activity and participation in the ongoing learning.

According to Ahmadi Interest is the attitude of a person's soul, including the three functions of his soul (cognition, conation, and emotion), which are focused on something and in that relationship there is no strong feeling.<sup>21</sup> According Tidjan is a psychological phenomenon that show focusing on an object because there is a sense of excitement. From the definition it is clear that interest as a concentration of attention or a reaction to an object such as a specific object or situation that is preceded by feelings of love toward the object.<sup>22</sup> According to Kartini Kartono the moment of interest

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<sup>21</sup>Ibid, P. 148

<sup>22</sup>Tidjan, *Meningkatkan Minat Membaca*, (Jakarta: Pustaka Hidayah,1976), P. 24



trends intensively directed to an object that considered important.<sup>23</sup> Seen from the definition of etymology, interest means attention, liking (tendency) of the heart to an activity, while according to the terminology meaning interest means.

Interest is the constant desire to pay attention or do something. Interest can generate enthusiasm in carrying out activities so that the objectives of these activities can be achieved. And the spirit that exists is the main asset for each individual to carry out an activity. Interest is attention that contains elements of feeling. Interest also determines an attitude that causes someone to be active in a job. In other words, interest can be the cause of an activity.<sup>24</sup>

From some of the opinions of the experts above, it can be concluded that the notion of interest is a feeling of interest, attention, more desire that a person has for something, without any encouragement.

According to Mangal interest is the central force that drives the whole machinery of the teaching learning process. It means, with have an interest students will more focus and easy to understands the material that given by the teacher. Big interest will give influence on students' activity, because the students' interest will be doing something that interested for them, in this case is an interest in learning. In addition, interest help in overcoming unusual or early arrival or frequent repetition of plateaus in learning. They also give enough strength to an individual to resist fatigue and avoid failure.<sup>25</sup> Judging

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<sup>23</sup>Kartini, K., *Teori Kepribadian*, (Bandung: Alumni,1980), P. 78

<sup>24</sup>Mahfud S., *Introduction to Educational Psychology*, (Surabaya: PT. Bina Ilmu, Cet. 4, 2001), P. 92

<sup>25</sup>Mangal, *Essential Of Educational Psychology*, (New Delhi: Prentice Hall,2007), P. 56

from the definition of etymology, interest means attention, liking (tendency) of the heart to an activity. Mean while according to the meaning of the terminology of interest means:

- a) Interest is a constant desire to pay attention or do something. Interest can inspire enthusiasm carry out activities so that the objectives of these activities can be reached. And the spirit that is there is the main capital for each individual to do an activity.
- b) Interest is attention that contains elements of feeling. Interest also determines an attitude that causes a person active in a job. In other words, interest can be the cause of an activity.
- c) Interest is a tendency of the soul which is relatively settled to it self someone and is usually accompanied by feelings of pleasure.<sup>26</sup>

Thus it is concluded that the notion of interest in learning is an individual's tendency to have a sense of pleasure without coercion so that it can cause changes in knowledge, skills and behavior.

#### **b. Function of Interest in Learning**

Many factors can affect the quantity and quality of student learning acquisition, including interest. Interests can affect the quality of student learning achievement in certain fields of study. Students who are able to develop their interests and are able to exert all their efforts to master certain subjects. Interest is a driving factor for students in carrying out efforts to

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<sup>26</sup>Muhammad Fathurrohman, Sulistyorini, *Belajar dan Pembelajaran*”, (Yogyakarta: Teras, 2012), page 173.

achieve success in learning. Thus, it is clear that interest is very important in education, because it is a source of student effort.

Elizabeth Hurlock describes the function of interest in children's lives, namely:

- 1) Throughout childhood, interests are a powerful source of motivation to learn. For example, a child who is interested in an activity, both play and work, will try harder to learn than a child who is less interested or bored.
- 2) Interests influence the shape and intensity of the child's aspirations. When children start thinking about their future work, for example, they decide what they would like to do when they grow up.
- 3) Interests add excitement to any activity one is engaged in. When children are interested in an activity, their experience will be much more enjoyable than if they are bored.<sup>27</sup>

Furthermore mentions the function of interest in learning, namely:

Interests facilitate concentration.

- 1) Interests prevent distraction from outside.
- 2) Interests strengthens the stickiness of learning material in memory.
- 3) Interests minimize the boredom of learning in oneself.<sup>28</sup>

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<sup>27</sup> Elizabeth B. Hurlock, *Psikologi Perkembangan*. (Jakarta : PT. Gelora Aksara Pratama,2004),P. 114

<sup>28</sup> Makmun Khairani, *Psikologi Belajar*, (Yogyakarta. CV. Aswaja Pressindo, 2014),P. 146

In terms of learning, interest serves as a motivating force, namely as a force that encourages students to learn. Students who have a high learning interest in lessons will continue to study hard. In contrast to students who have low learning interest and are passive and less diligent in the teaching and learning process. This happens because there is no incentive to learn. Students who want to get good learning achievement must have a high interest in learning.

Based on the opinion about this interest, it is concluded that interest in learning is student interest in learning which is indicated by participation, attention, and a desire to learn well. Students who have an interest in learning have a sense of love and interest in learning, have an awareness of learning without prompting, and have a desire to learn.

### **c. Elements of Interest in Learning**

In teaching and learning, an interest has an important role to motivate the students will be more diligent study. Immense interest for students to influence the development of intelligence, so what he did on the basis of its own and the high interest of students will feel found by duty, giving great attention to what he does and enjoys his work.

According to Suharsimi Arikunto there are some elements of interest that can be catching someone's eye in the teaching and learning process. If students have interest in studying, they will give their attention to learning.

The elements are: the material of lesson attractive, teacher that attractive interest<sup>29</sup>.

Thus it is necessary to have efforts or thoughts that can provide solutions to increasing student interest in learning. Interest as an aspect of obligation is not an innate aspect, but a condition that is formed after being influenced by the environment. Therefore, interest is fickle and very dependent on the individual.

Students interest or attention to something that is very important to know by the teacher, in along didactic principle mentioned that with the students' attention to the lessons that we a given the contents of the course material will be absorbed properly. Otherwise without concern for what we give with difficulty will not be heard, let alone mastered by students. There are elements of interest in learning activities affect the learning process that including: attention, willingness and need.

#### 1) Attention

Caution is essential in the following activities well, and this will also effect on students' interest in learning. Learning activities of students accompanied by an intensive care will be more successful, and his performance will be higher than students who have no interest in learning. People who took an interest in an activity will give the most attention. He did not hesitate to sacrifice time and energy for such activities. Therefore, a

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<sup>29</sup>Suharsimi. A., *Manajemen Pengajaran Secara Manusiawi*, (Jakarta: PT Rineka Cipta, 1990), P. 149

students who has interest in a lesson, he would try hard to get good grade is to learn.

Therefore as a teacher should always strive to attract the attention of their students with a fun way to teach students' attention to present it self to further deepen the lessons he tough. Several indicators related to aspects of attention in this study include asking the teacher, pay attention to the teacher's explanations, looking for sources of learning outside the school, the concentration in the study, and do day daydream while the teacher explains the lesson to the class.

## 2) Willingness

Willingness of a condition in which student is likely to perform an activity in the absence of coercion. Students who have a strong desire to learn something, then he will try to seek a deeper knowledge of something. This condition causes the learning activity. If the student does not exist since the beginning of willingness to learn, it is difficult for him to start learning these activities.

Several indicators related to this aspect of them will try to do exercise though difficult, still learning even though teachers do not enter teaching, diligent reading English, willing to do the practice questions in addition to the assigned English teacher, and eager to follow the lessons have been wherever.

## 3) Needs

Need of the state in the person of a student who encouraged her to perform certain activities in order to achieve a goal. This requirement can

only be felt by an individual. Someone learning activity because there is a push. In this case the basic driving motivation that drives a person to learn.

Interest in psychology and is a potential that can be used to explore the motivation when someone is motivated to learn, then he will learn to perform activities within a certain time span. Several indicators related to these aspects need them learn English to succeed in a career, the awareness to make their own notes, like a smart English language in order to follow the Olympics, wanted to study abroad and not too late to follow the lessons.<sup>30</sup>

Based on some of the descriptions above. Tenacity and intensity of the experience had a lasting effect on memory. Someone who will always be remembered automatically wins the award-winning event or events that are expected to achieve something. Some learners will always remember the high value in one of the subjects if the value is achieved with a tenacious effort and intensity.

#### **d. Characteristics of Interest in Learning**

Student interest in learning is one of the important factors in the success of education and teaching. To be able to do this, we as educators must be able to foster and increase student interest in learning so that students can get the desired learning outcomes. Besides that there are several characteristics in student interest in learning.

The characteristics that give rise to interest in learning are as following:

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<sup>30</sup>Suprijanto, *Pendidikan Orang Dewasa*, (Jakarta: PT Bumi Aksara,2007), P. 90

- 1) Mastering Material or Materials As a teacher or mentor must master the material to be given or delivered to students, because of their thoroughness and foresight someone in receiving lessons can also drop teacher, if not mastering the material being taught. According to M. Athiyah Al Abrosyi explained a teacher must be able to master the given subject and deepen his knowledge of it so that he should not it is superficial and does not quench thirst satiate hunger. "Interest in learning has several characteristics.
- 2) Method Use the use of good teaching methods allows students to catches well. The use of teaching methods that are incompatible with what is given, will turn away from the material to be taught as well generate boredom in them. Zakiyah Darajat stated that the teaching method as an appropriate teaching and learning process must be obtained to make the teaching and learning process a life experience fun and meaningful to students.<sup>31</sup> Students will stimulate interest in learning seriously, the use of methods is an important factor in opening broad horizons of knowledge and views, as a means of systematically applying knowledge.
- 3) Performance in teaching the appearance given in teaching should be attractive, fun, and straightforward, to provide a vehicle for a charm for students to be able to receive lessons and improve their abilities. Good teacher performance can help grow and arouse student interest

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<sup>31</sup>Zakiah Darajat, *Kepribadian Guru*, (Jakarta: BulanBintang, 1980), P. 48



in learning, can help focus student attention, can reduce learning fatigue.

- 4) Excitement and willingness to learn a teacher with extensive experience will not coerce his students to learn something beyond his means and will not pump his brain with an incompatible ability maturity or not in line with past experiences and not would use a method that would not suit them and would not awaken their soul state.

- 5) Evaluating a lesson evaluating the unit of study is a job which is important for a teacher to know the extent of the results of the process learns how to teach. For students, the evaluation activities are intended to know their ability to follow the lessons taught by a teacher. In evaluating this the teacher questions to what extent goals are achieved.

Susanto Ahmad mentioned there are seven characteristics of interest in learning as follows:<sup>32</sup>

- 1) Interest grows along with physical and mental development
- 2) Interest depends on learning activities
- 3) Interest development may be limited
- 4) Interest depends on learning opportunities
- 5) Interest is influenced by culture

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<sup>32</sup>Susanto.A, *Teori Belajar dan Pembelajaran di Sekolah Dasar*, (Jakarta: Kencana Prenadamedia Group,2013), P. 62

- 6) Interest emotional weight
- 7) Interest is self-centered, meaning that if someone is happy about something, then there will be a desire to have it.

According to Slameto students who are interested in learning are as follows.<sup>33</sup>

- 1) Have a constant tendency to pay attention to and remember something that is learned continuously.
- 2) There is a sense of liking and pleasure towards something that is of interest.
- 3) Obtaining something of pride and satisfaction in something that is of interest.
- 4) Prefers things that are more of his interest than others
- 5) Manifested through participation in activities and activities.

From the above opinion, it can be concluded that the characteristics of interest in learning are having a constant tendency to pay attention and remember something continuously, gain pride and satisfaction with things that are of interest, participate in learning, and interest in learning is influenced by culture. When students have an interest in learning, students will always actively participate in learning and will give good achievements in learning achievement.

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<sup>33</sup> *Ibid.* P. 23

### e. Factors that Effect Interest in Learning

One of the drivers in learning success is interest in learning, especially high interest in learning. Interest in learning does not appear by itself, but many factors can influence the emergence of interest in learning. There are three factors that cause interest, namely encouragement from within a person, social motives, and emotional factors. Interest in learning can be obtained from later as from their experiences from the environment in which they live. The environment plays a very important role in the growth and development of children. The environment is a family that takes care of and raises children, a school where to educate, a community where they hang out, as well as a place to play every day. The size of the influence of the environment on growth and development depends on the state of the child's environment itself as well as physically and spiritually.

Student Learning Interests in a simple sense, interest is the desire for something without coercion. In the interest of learning, a student has different factors that influence interest in learning, according to Muhibin Syah distinguishes it into three types, namely:

- 1) Internal factors It is a factor from within students which includes two aspects, namely:
- 2) Physiological aspects of physical condition and muscle tension (tone) which marks the level of the student's fitness, this can affect the enthusiasm and intensity of students in learning.

- 3) The psychological aspect of the psychological aspect is an aspect from within students which consists of intelligence, student talents, student attitudes, student interests, student motivation.
- 4) Student External Factors External factors consist of two types, namely social environmental factors and non-social environmental factors
- 5) Social Environment Social environment consists of school, family, community and classmates
- 6) Non-social environment The social environment consists of the school building and its location. subject matter, study time, housing conditions, learning tools.
- 7) Approach Factors.

Learning approach factors are all means or strategies used by students in supporting the effectiveness and efficiency of the learning process of certain material.<sup>34</sup>

Meanwhile, according to Crow and Crow interest is influenced by:

- 1) Internal need factors, this need can be in the form of needs related to physical and psychological needs, namely factors that are closely related to physical needs, stimulating individuals to defend themselves from pain, hunger and things related to physical needs.
- 2) Social motive factors are factors that can generate interest in carrying out social activities for social needs.

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<sup>34</sup> Muhibin Syah, *Psikologi Belajar*, (Jakarta: PT Logos Wacana Ilmu, 1999), P. 136

- 3) Emotional factors, namely emotional and feeling factors that are closely related to interest in certain objects. An activity related to a certain object can then cause a sense of pleasure or satisfaction.

According to Sugihartono two factors influence student interest in learning, namely:

- 1) Internal factors, namely the nature of a person.
- 2) External factors, including family, school, community or the environment.<sup>35</sup>

From some of the reviews above, it can be concluded that interest in learning economics is a tendency in individuals in the form of curiosity, attention, and enjoyment without feeling forced to obtain relatively permanent changes in behavior, both observable and unobserved.

Interest are not innate, but acquired later. Interest in something to learn and subsequently affect learning as well as affect the acceptance of new interests. So the interest in something is the result of learning and to support further learning. Although interest in something that is essential to be able to learn it, assuming that interest will help someone learn.

Successful or not students in the study due to several factors influence the achievement of that learning outcome. Great interest in their effects on learning, because if the material of the lessons learned are not in accordance with the interest of their students will not learn with the best as there is no appeal for him. He was reluctant to learn it does not get satisfaction from the

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<sup>35</sup> Sugihartono, dkk, *Psikologi Pendidikan*. (Yogyakarta: UNY Pers,2007), P. 76

lesson. Learning materials that interest students more easily learned and stored in memory for adding interest and learning activities. These factors may include factors of the individual (internal factors) such factors as health, talent and attention, and factors outside the individual (external factors) such as family circumstances, school and community environment.

One of the drivers of successful learning is interest especially high interest. That interest does not appear by it self however many factors can influence the emergence of interest.

There are several factors that can affect student interest in learning among others:

#### 1) Motivation

A person's interest will be higher when accompanied by motivation, both internal and external. According to D. P. Tampubolon, interest is "a combination of desire and ability that can develop if there is motivation".<sup>36</sup> A student who wants to deepen his knowledge of interpretation, for example, will certainly be interested in reading book son interpretation, discussing it, and so on.

#### 2) Learning

Interest can be obtained through learning, because by learning students who initially do not like a particular subject, over time due to increased

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<sup>36</sup>D.P. Tampubolon, *Mengembangkan Minat Membaca Pada Anak*", (Bandung: Angkasa, 2003), page 41.

knowledge about the subject, interest grows so that he will be even more active in studying the lesson.

### 3) Attitude

Materials and teacher attitudes factors that can arouse and stimulate interest are the learning materials that will be taught to students. Study materials that interest students, will often be studied by the students concerned. The teacher is also an object that can stimulate and arouse student interest in learning.

On the other hand, teachers who have a bad attitude and are disliked by students will find it difficult to stimulate interest and attention student. It is the forms of teacher personality that can influence students' interest. Therefore, in the teaching and learning process the teacher must be sensitive to the classroom situation. He must know and pay attention to teaching methods that are suitable and in accordance with the level of intelligence of his students, meaning that the teacher must understand the needs and mental development of his students<sup>37</sup>.

Based on the above opinion, it can be concluded that interest in learning does not only come from within students but also from outside the student, or what is called external factors. Student success is influenced by many factors that come from within and outside the student. The driving factor from within comes from himself. As far as possible, the family should

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<sup>37</sup>Amir Daien Indrakusuma, *Pengantar Ilmu Pendidikan*, (Surabaya: Usaha Nasional, 2002), page 112.

bring out encouragement from within students during learning, for example linking learning with student interests or needs.

#### 4) Family

Parents are the closest people in the family, therefore family is very influential in determining interest a student's lessons. What is given by the family greatly influences the mental development of the child. In the process of developing interest, it is necessary to support attention and guidance from the family, especially parents.

#### 5) Friends Intercourse

Through association, a person will be influenced by the direction of his interest by his friends, especially his close friends. Especially for adolescents, the influence of this friend is very large because it is in this association that they cultivate themselves and do activities together to reduce the tension and shock they experience.

#### 6) Environment

Through the association someone will be affected by their interests. This is confirmed that interest can be obtained from later as from their experience of the environment in which they live. The environment plays a very important role in the growth and development of children. The environment is a family that takes care of and raises children, a school where to educate, a community where they hang out, as well as a place to play daily with natural conditions and climate, flora and fauna The size of the growth



and development depends on the condition of the child's environment itself as well as physical and spiritual.

#### 7) Ideals

Every human being has dreams in his life, including students. Ideals also affect students' interest in learning, even ideals can also be said to be a manifestation of interest one's life prospects in the future. This ideal is constantly being pursued and fought for, even not uncommon that though it's even when faced with obstacles, someone is still trying to achieve it.

#### 8) Talent

Through talent, someone will have an interest. This can be proven by an example: if a person from childhood has a talent for singing, indirectly he will have an interest in singing. If he is forced to like something else, chances are he will hate it or be a burden to him. Therefore, in providing choices, both schools and other activities should be adjusted according to their talents

#### 9) Hobbies

For everyone a hobby is one of the things that causes interest. For example, someone who has a hobby of mathematics will indirect him an interest in pursuing mathematics, as well as other hobbies. The hobby factor cannot be separated from the interest factor.

#### 10) Mass Media

What is displayed in the mass media, whether printed or electronic media, can attract and stimulate audiences to pay attention and imitate it. This

influence involves terms, lifestyle, values, and also everyday behavior. Public interest can be directed to what is seen, heard, or obtained from the mass media.

#### 11) Facilities

Various facilities in the form of facilities and infrastructure, both at home, at school, and in the community have influence positive and negative. For example, if facilities that support comprehensive education efforts are available, the child's interest will arise to broaden their horizons. However, such as the spread of entertainment venues in big cities, of course this will have a negative impact on the growth of this interest.<sup>38</sup>

Based on the explanation above it can be concluded. The family is the center of education first and foremost, because most of the student's life is in the family environment. The family, especially the parents, naturally nurtures and guides children with love. That parents play a role in determining the future of their children. Physically so that the children can grow up healthy.

Parents' education and attention are in accordance with their child's development. The obligations and responsibilities that are on parents to educate children come naturally the love that is in parents is true love. Thus the family can increase students' interest in learning. Family conditions and home conditions also affect the interests of a student. Facilities and infrastructure. Then social friend. Social friends both at school and in the neighborhood can also affect students' interest in learning. If friends have high

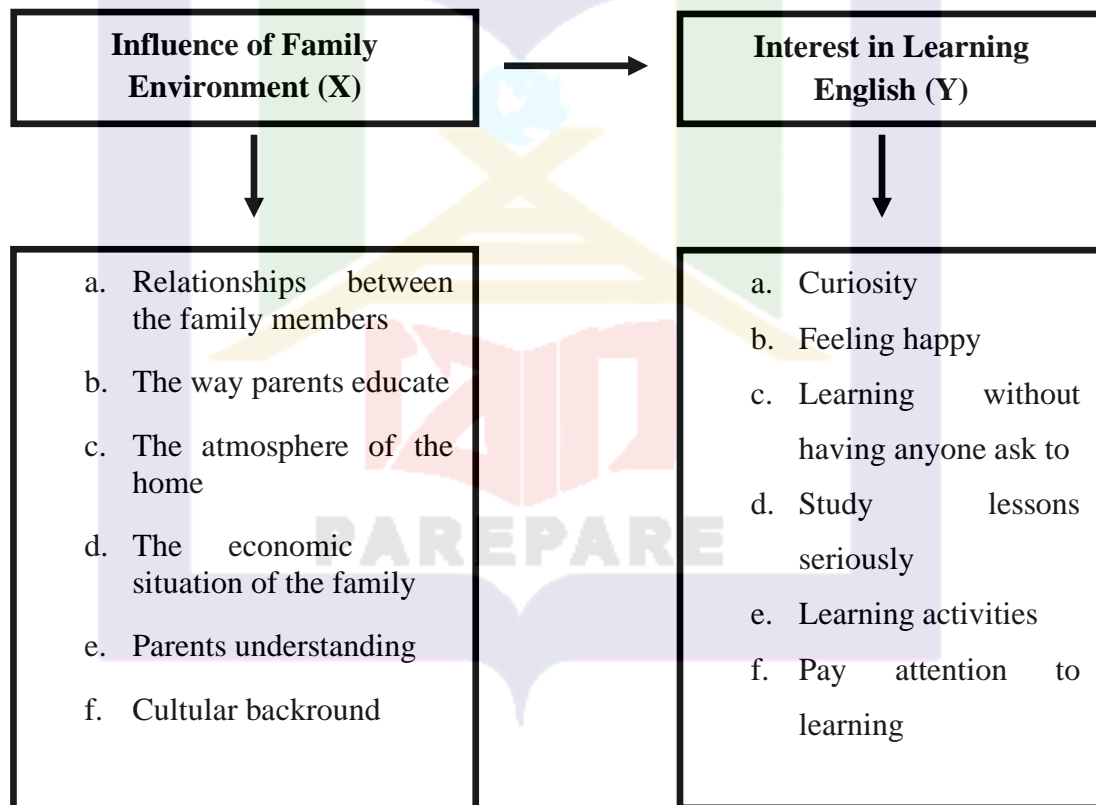
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<sup>38</sup> Ibid, P. 136

interest in learning and motivation in learning, then the interests of other friends can also influence it. Mass Media various kinds of mass media such as television, radio, video visuals and other printed media such as reading books, magazines and newspapers can also influence students' interest in learning.

### C. Conceptual Framework

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



Interest in learning is a feeling of pleasure, desire or willingness to be accompanied deliberate attention and activeness, thus giving birth to changes in behavior, both in the form of knowledge, attitudes and skills. Interest has a lot to do with it against someone's activities because with someone's interest will do something that he wanted. On the other hand, without one's interest it is impossible to do something, besides interest is also the main motivational tool that can be arouse students' enthusiasm for learning within a certain period of time.

The family environment is the first and foremost environment in education, provides a basic foundation for instilling interest in learning. Physical, social and psychological factors that exist in the family are very influential on the development of children's interest in learning. Nice, deep family environment this is the pattern of upbringing, relationships, parental attention, family economic conditions, background cultural background and a good family atmosphere will generate encouragement

#### **D. Operational Definition of Variable**

The definition of research variables is used to facilitate research implementation. The operational definitions of the research variables are as follows:

##### **1. Family Environment**

The family environment is the first environment where a person is born, educated, grows and develops, and the first time he gets to know values and norms. In the family environment there are those who use everyday English and some do not use English in everyday life, what is meant by the family environment in this study is that the family environment in general is not only good at English, so that researchers

can find out whether affect students' interest in learning in English or not. Measurement of the family environment in this study is based on students' perceptions using six indicators, namely: from the way parents educate their children, the relationship between parents and children, the house structure, the way parents give understanding to children, and the economic situation of the family and parents' backgrounds.

## 2. Interest

It is a feeling that a student has in the form of interest or pleasure in a subject he likes, for example in English, and the object of interest is a source of motivation that encourages someone to do what they want with pleasure. Learning interest in this study was measured using a questionnaire with several indicators, namely curiosity, feeling happy, studying seriously, learning activities and learning attention. Thus student interest can be measured by student attendance, and student activeness in class.

## E. Hypothesis

Based on the description above, a hypothesis can be formulated as follows:

1. Null hypothesis (H<sub>0</sub>): means that by using “there is no influence of the family environment on student’s interest in learning English”
2. Alternative hypothesis (H<sub>a</sub>): means that by using” there is influence of the family environment on student’s interest in learning English”

## CHAPTER III

### METHODOLOGY OF RESEARCH

#### **A. Research Design**

This research is a research that use a quantitative approach that is used to test certain theories by examining the relationship between variables. Researchers correlation research methods to describe research empirically with two variables, namely variable X family environment and variable Y student interest in learning in English. Researchers went directly to the field to get information directly to the research subject. The problem examined in this study is the influence of the family environment on students 'learning interest in students' English.

#### **B. Location and Time**

The location of this research took a place at SMAN 7 Pinrang. This research, needed 30 days to collect the data and analyze the data

#### **C. Variable of Research**

The research variable is the object of research or what is the point of attention of a study. According to Suryabrata, variables are everything that will be the object of research observation. Research variables are often stated as factors that play a role in the events to be studied. An independent variable is a variable which if at one time coincides with other variables, then the other variables will be able to change in their

diversity. Meanwhile, the variables that change due to the influence of the independent variables are called the dependent variable.<sup>39</sup>

1. The independent variable is a predictor variable, is a variable that can affect changes in the dependent variable and has a positive and negative relationship. The independent variable in this study is "Family Environment".
2. The dependent variable is the main concern (as a valid factor in the observation) and at the same time becomes the target in the research. The dependent variable in this study is "Students' Interest in Learning English".

#### D. Population and Sample

##### 1. Population

The population of this research was the second grade students of SMAN 7 Pinrang. Based on the researcher observation there are ten classes of the second grade students there. They are class XI IPA 1, XI IPA 2, XI IPA 3, XI IPA 4, XI IPA 5, XI IPS 1, XI IPS 2, and XI IPS 3. This is the table of the number of the second grade students there:

**Table 3.1: The total of the second grade students of SMAN 7 Pinrang**

No	Class	Total
1	XI IPA 1	34
2	XI IPA 2	36
3	XI IPA 3	36
4	XI IPA 4	31
5	XI IPA 5	36
6	XI IPS 1	26

<sup>39</sup> Suryabrata, *Metodologi Penelitian*, (Jakarta: Raja Grafindo Persada, 2003), P. 25

7	XI IPS 2	30
8	XI IPS 3	31
Total Number		260

(Source : Administration of SMAN 7 Pinrang)

## 2. Sample

The sample is a part or representative of the population under study. The sampling technique used by researchers is Stratatified random sampling.

**Table 3.2 Distribution of research sample determination.**

No	Class	Total	Persent	Sample
1	XI IPA 1	34	30%	10
2	XI IPA 2	36	30%	11
3	XI IPA 3	36	30%	11
4	XI IPA 4	31	30%	9
5	XI IPA 5	36	30%	11
6	XI IPS 1	26	30%	8
7	XI IPS 2	30	30%	9
8	XI IPS 3	31	30%	9
Total Number		260	-	78

## E. Instrument of the Research

Research instruments facilities used by researchers in collecting research data so that their work becomes easier and better, in the sense that it is more accurate, complete, systematic so that it is easier to process. The research instrument according to Sugiyono is a tool used to measure observed natural and social phenomena. From this understanding, it can be understood that the instrument is a tool used by researchers in using systematic and easier data collection methods.<sup>40</sup> Research

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<sup>40</sup> *Ibid*, P. 107



instruments occupy a very important position in terms of how and what to do to obtain data in the field. The instrument used in the study, namely:

### 1. Questionnaire

The questionnaire instrument is the main instrument in this study. Considering that research data is an important aspect in research, the instrument or tool used to measure must be reliable. A research instrument is a tool or facility used by researchers in collecting data so that their work is easier and the results are better, in a more accurate, complete, and systematic sense so that it is more accurate and easy to process.

From the above explanation, it can be concluded that in this study, a questionnaire trial was used which was expected as a research measurement tool used to reach the truth or approach the truth. So that from this questionnaire it is hoped that the main data related to the research problem can be solved. The collection techniques and instruments in this study will use a Likert Scale. In answering this Likert Scale, the respondent only gave a sign, for example, the checklist he chose was by the question.

**Table 3.3 Family Environment Indicators**

No	Indicators	Item Number
1.	Relationships between the family members	1,2,3,4,
2.	The way parents educate	5,6,7,8
3.	The atmosphere of the home	9,10,11,12
4.	The economic situation of the family	13,14,15,16
5.	Parents understanding	17,18
6.	Cultular background	19,20

**Table 3.4 Interest in Learning English**

No	Indicators	Item Number
1.	Curiosity	1,2,3,4
2.	Feeling happy	5,6,7,8,
3.	Learning without having anyone ask to	11,12
4.	Study lessons seriously	13,14,15,16
5.	Learning activities	17,18
6.	Pay attention to learning	19,20

**Table 3.5 The Questionnaire Scoring**

Scale	Positive Statement Score	Negative Statement Score
Strongly Agree	5	1
Agree	4	2
Neutral	3	3
Disagree	2	4
Strongly Disagree	1	5

## F. Data Collection Techniques

The data collection technique used in this study was as follows :

### 1. Questionnaire

The questionnaire is a data collection technique that is carried out by giving a set of written questions to the respondent to answer, which can be given in person or by post or the internet. There are two types of questionnaires, namely closed and open. The questionnaire used in this case is a closed questionnaire, which is a questionnaire that has provided the answer so that the respondent only needs to choose and answer directly.

## G. Technique of Data Analysis

Data analysis is the process of selecting, simplifying, focusing, abstracting, organizing data systematically and rationally according to the objectives of the study, and describing the data research using tables as a tool to facilitate interpretation. Then the research data in each of these tables are interpreted (meaning taking) in a narrative form (description) and a conclusion is made. In this study, there are two variables, namely one independent variable and one dependent variable. As for the analysis techniques used, namely:

### 1. Correlation test

To test the validity of the construct, it is done by correlating the score of the questions with the total score. The formula used to test the validity of this instrument is the product moment and the Pearson correlation, as follows:

$$R_{xy} = \frac{n \sum XY - (\sum X) (\sum Y)}{(nX^2 - (\sum Y^2) (n \sum Y^2 - (\sum Y)^2)}$$

Where :

$R_{xy}$  = Correlation coefficient between item score and total score

X = Item score

Y = Total score

N = Sample (Respondent)

## 2. Regression

The analysis was continued with regression. Regression analysis was carried out by creating a regression equation. The formula of the regression equation is.

$$Y = a + bX$$

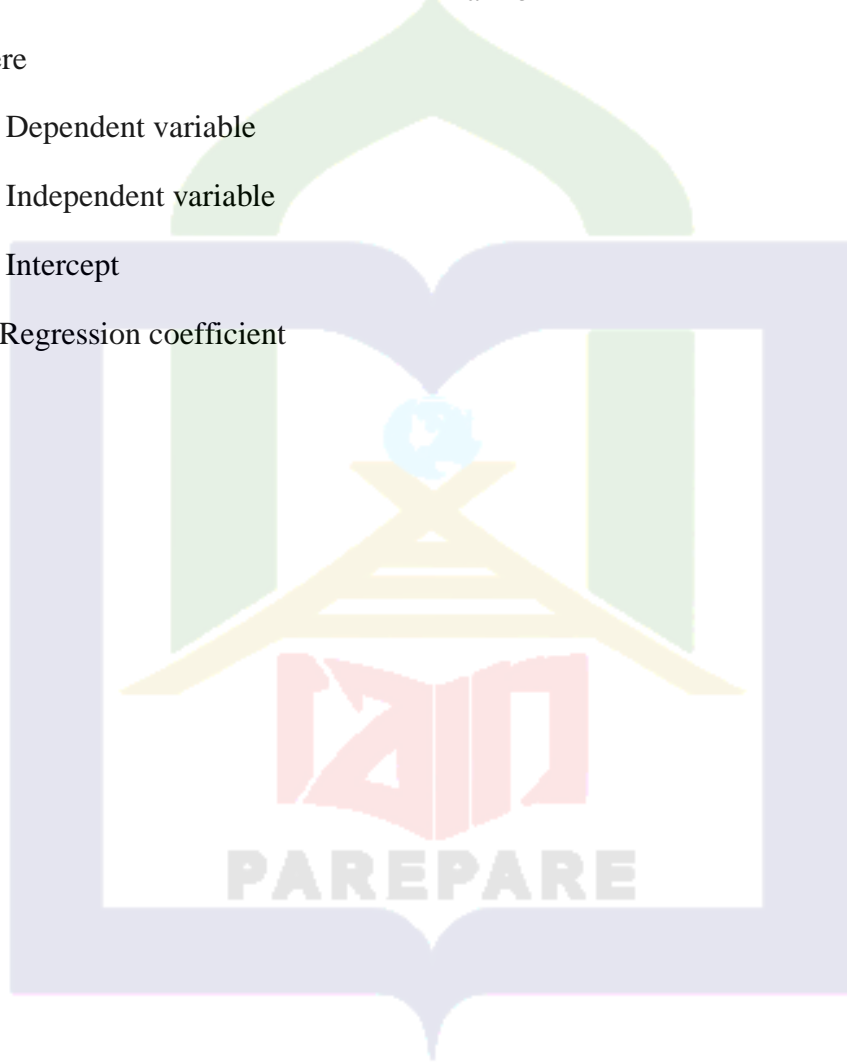
where

Y = Dependent variable

X = Independent variable

a = Intercept

b = Regression coefficient



## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter consists of two parts, namely the research findings section and the research discussion section. The research findings are the answers to the problem formulations formulated in the first chapter.

#### A. Findings

##### 1. Regression Test

Based on the calculation of linear regression analysis, the results are summarized in the following table:

Table 4.5. Summary of Regression Test Calculations

Variabel	Koefisien regresi	t <sub>hitung</sub>	t <sub>tabel</sub>	sig
Konstanta	37,462	-	-	
Family environment (X)	0,522	5,967	1,991	0,000
F <sub>obs</sub>	= 35,600			
F <sub>tabel</sub>	= 3,97			
sig	= 0,000			
R <sup>2</sup>	= 0,565			
adj R <sup>2</sup>	= 0,310 (31%)			

(Source: Processed data, 2021)

Based on the results of the analysis, the regression equation model can be arranged as follows:<sup>41</sup>

$$Y = 37.462 + 0.522X$$

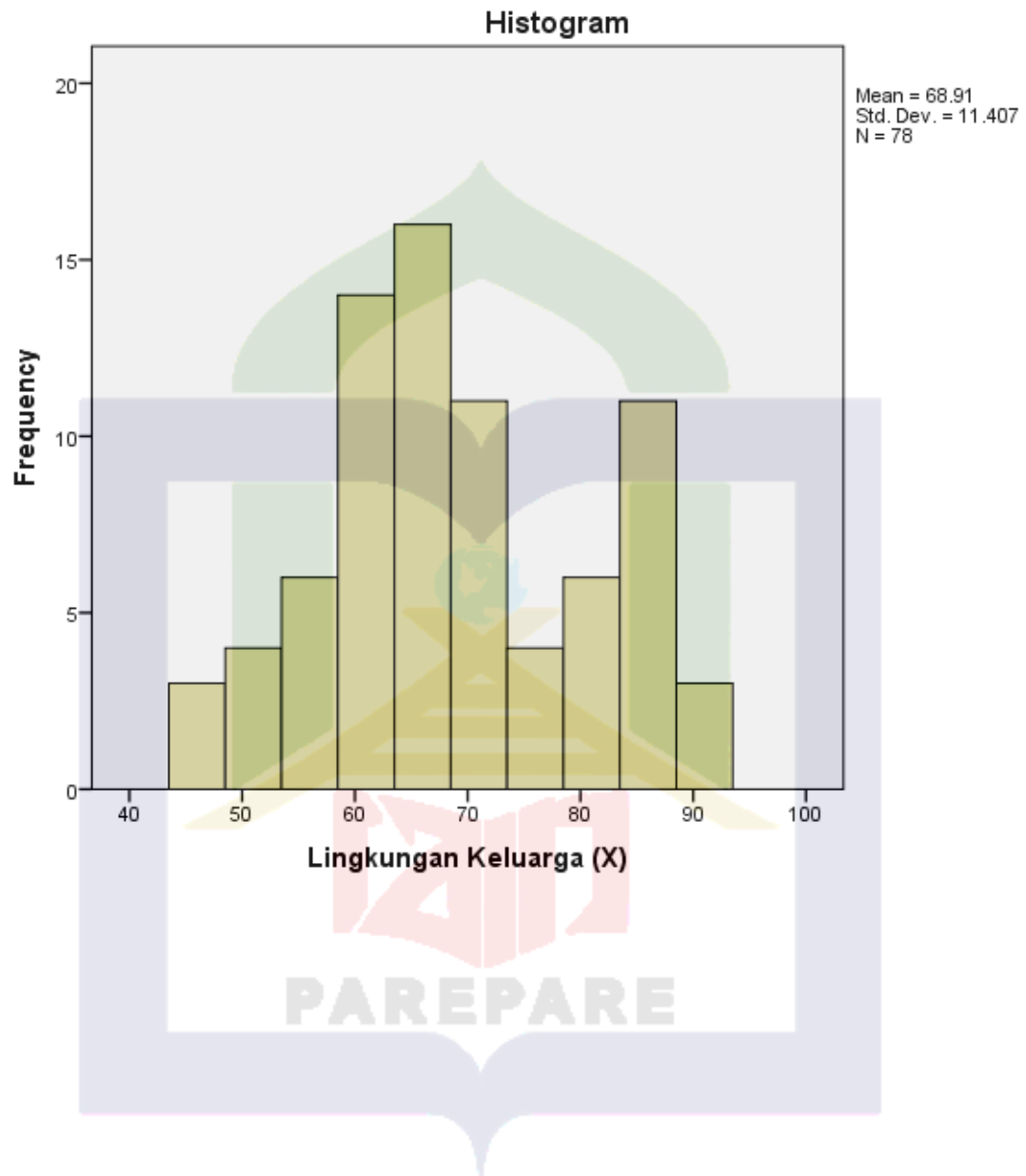
The family environment variable has a positive regression coefficient of 0.522. This shows that the family environment has a positive impact on interest in learning English, if the family environment variable increases by one point it can increase interest in learning English by 0.522 points.

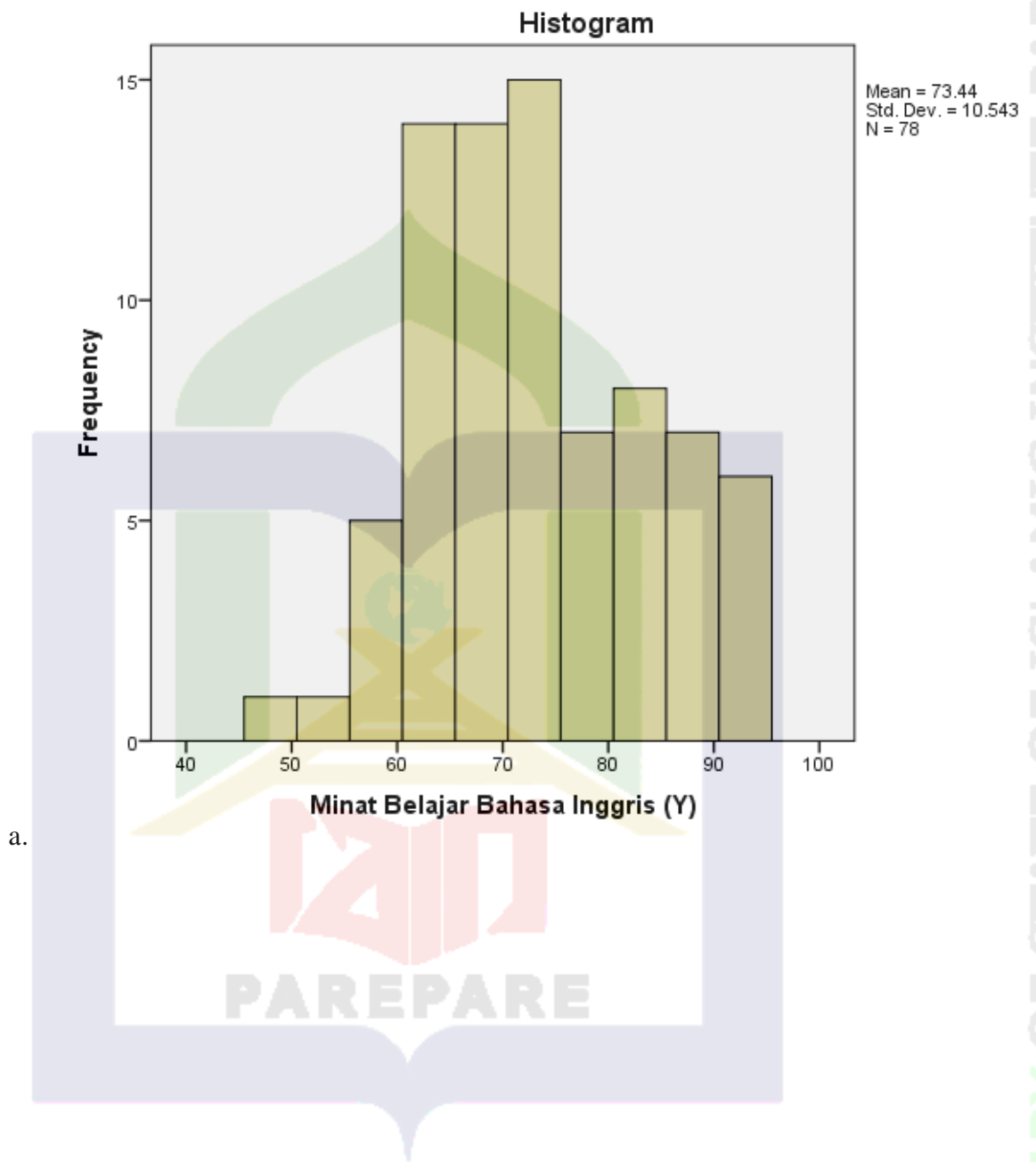
Based on the data generated from calculations with the SPSS Version 23.0 program, the  $F_{hitung}$  35.600 and the  $F_{tabel}$  3.97. When compared with  $F_{hitung}$  with the value of  $F_{tabel}$  it can be seen that the statistical test results from the distribution of  $F_{hitung} \geq F_{tabel}$  are  $35,600 \geq 3.97$ . The test results can also be seen from the significance of 0.000 which is smaller than the level of  $\alpha = 0.05$ . This means that  $H_0$  is rejected, so that the family environment variable has a positive and significant effect on interest in learning.

The coefficient of determination ( $R^2$ ) states the total variation of the dependent variable that can be explained by the independent variable. *Adjusted R<sup>2</sup>* of the calculation using program SPSS 23:00 for Windows is 0.310 which lies between 0 and 1. It shows that independent variables were in the model can explain 31% of the variation of the dependent variables. The remaining 69% is explained by variables outside the model.

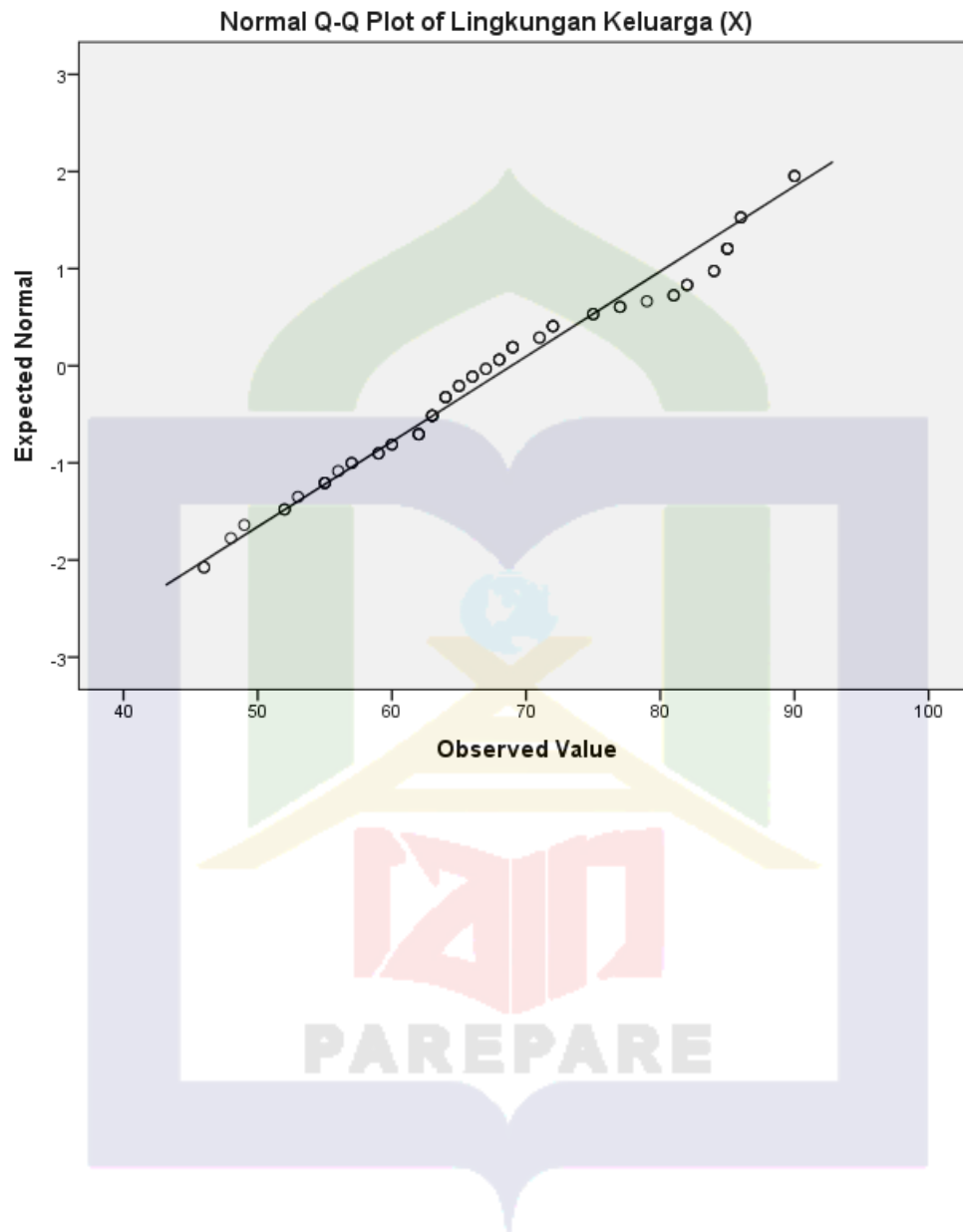
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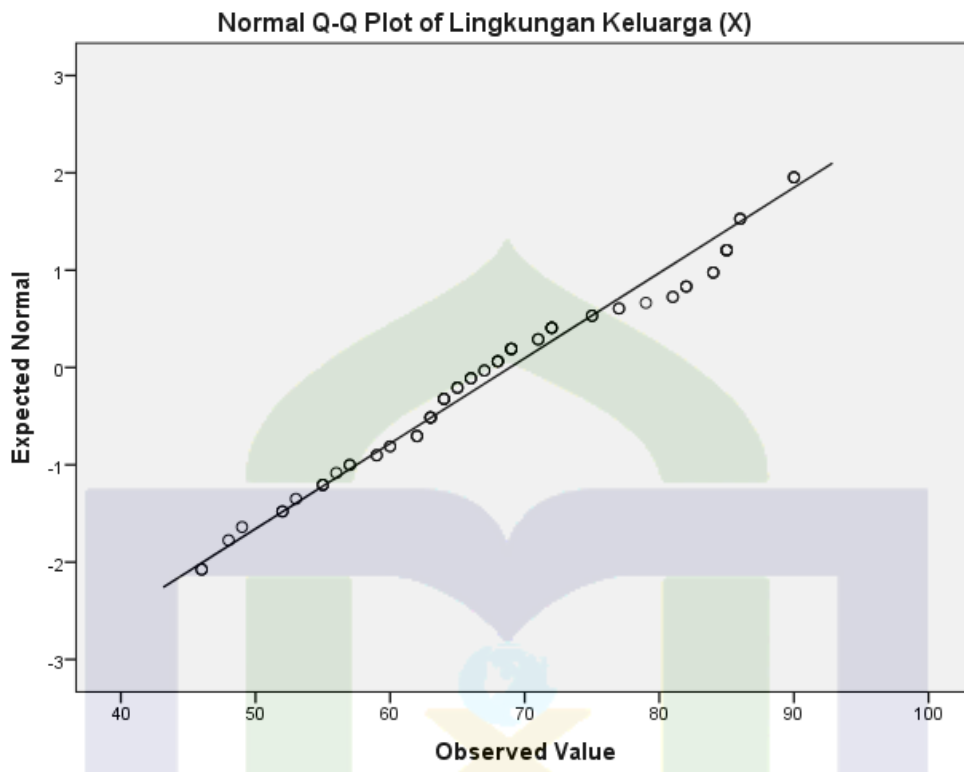
<sup>41</sup> Febrianawati Yusup, *Uji Validitas Dan Reabilitas Instrument Penelitian Kuantitatif*, Jurnal tarbiyah: Jurnal ilmiah kependidikan , (2018), p. 22



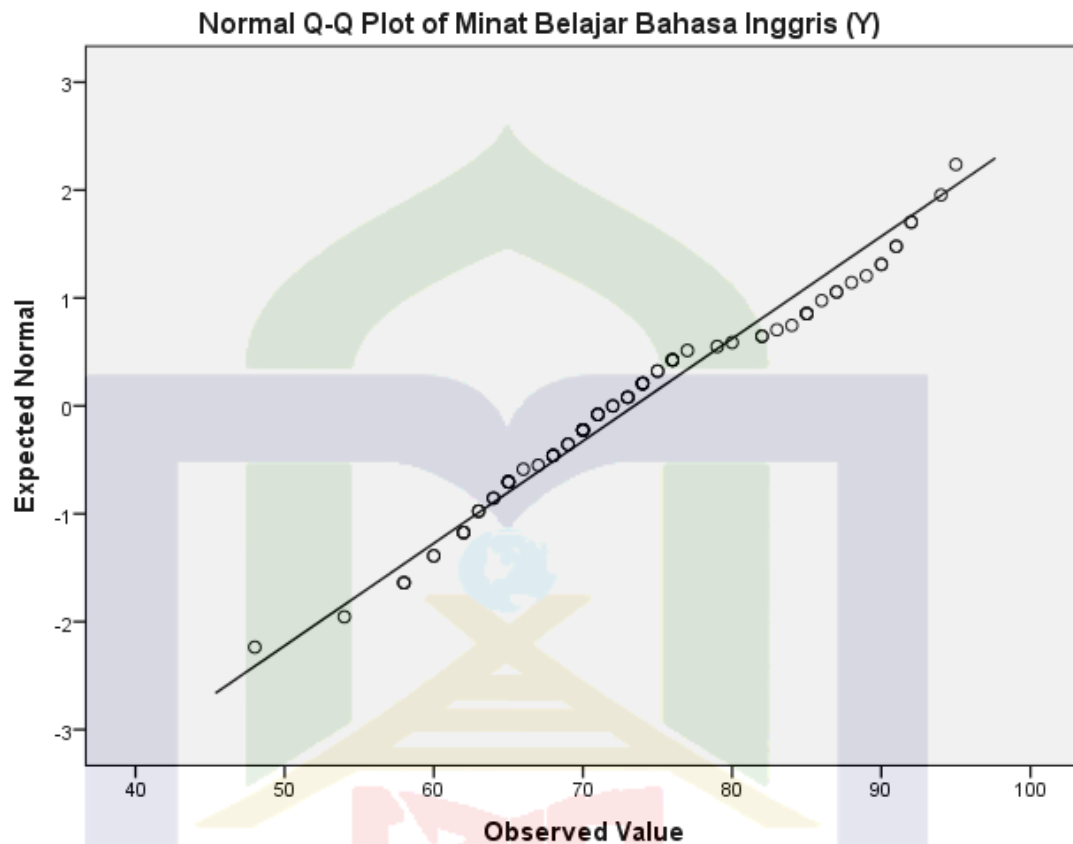




**Family environment (X)**



### Interest in learning English (Y)



### B. Discussion

The results showed that there was an influence of the family environment on students' interest in learning English at State Senior High School (SMAN) 7 Pinrang. This is indicated by the significance result of 0.000 which is smaller than the level of  $\alpha = 0.05$ , which means that  $H_0$  is rejected and  $H_a$  is accepted. The magnitude of the influence of the family environment on the interest in learning English at Pinrang Public Senior High School (SMAN) 7 is 31%. It is seen from the *adjusted R*<sup>2</sup> of 31% while 69% is explained by variables outside the model.

The theory of the family environment influences interest in learning as quoted from Slameto. Family environment is one of the factors that can affect student interest in learning. According to Slameto Students who learn will receive influence from the family<sup>42</sup>. Among them are:

1. How Parents Educate.

The way parents educate their children has a big impact on their children's learning. Parents who do not pay attention to their children's education, for example, they are indifferent to their children's learning, do not pay attention to the interests and needs of their children in learning, do not manage their learning time, do not provide or complete learning tools, do not pay attention to whether the child learns or no, not wanting to know how the child's progress in learning, the difficulties experienced in learning and so on, can cause the child not / less successful in learning.

2. Relations Between Family Members.

The most important relationship between family members is the relationship between parents and their children. In addition, children's relationships with siblings or other family members also influence children's learning. For the sake of learning fluency and the child's success, it is necessary to cultivate good relationships within the child's family. A good relationship is a relationship full of understanding and compassion, accompanied by guidance and, if necessary, punishments for the success of the child's own learning.

3. Home atmosphere.

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<sup>42</sup> *Ibid.* P. 225

Home atmosphere is intended as a situation or events that often occur in the family where children are and learn. Home atmosphere is also an important factor that is not considered a deliberate factor. The atmosphere of the house is tense, chaotic and frequent quarrels, quarrels between family members or with other families cause children to become bored at home, like to leave the house as a result learning is chaotic. On the other hand, in a calm and serene atmosphere, besides the children feel at home at home, children can also learn well.

#### 4. The economic situation of the family

The economic situation of the family is closely related to children's learning. Children who are studying in addition to having their basic needs met, such as food, clothing, health protection, and others, also need learning facilities such as study rooms, tables, chairs, lighting, writing tools, books and others. If the child lives in a poor family, the basic needs of the child are not fulfilled, as a result the child's health is disturbed, so that the child's learning is also disturbed.

#### 5. Understanding parents

Children learn need encouragement and broad understanding. If the child is studying, don't be bothered with chores at home. Sometimes the child experiences a weak spirit, the parents are obliged to give understanding and encourage him, to help wherever possible the difficulties experienced by the child at school. If necessary, contact the child's teacher to find out about the progress.

The family environment according to Hasbullah namely. The family environment is the first educational environment, because it is in this family that children first receive education and guidance. It is also said to be the main

environment because most of the child's life is in the family so that the education most children receive is in the family.<sup>43</sup>

It can be concluded from the description that the Family Environment is the first and foremost environment that affects children's development. The family is the first environment that provides education and most of the children's life is in the family. A harmonious family will produce children with good personalities.

### **1. The influence of family environment**

The family environment is one of the most influential factors in the development of the world of education. Because the family is the beginning of the interaction between parents and children, so that the first education to be carried out is in the family environment. Therefore, the family has a lot to play in developing education. Guidance and direction given by parents will affect the stage of their child's development, children must be given freedom in developing according to the stage of development they are going through. For this reason, parents must understand and understand what their children need. Piaget divides the stages of child development starting from the motor sensory stage, the concrete pre-operation and the concrete operational, starting from the age of 0 to 11 years. For that each stage the child must pass according to their respective characteristics. The interaction between parents and children is very necessary so that in the family there is a harmonious relationship.

Parents must guide and direct their children to become responsible, disciplined and ethical children in accordance with the norms and beliefs in their

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<sup>43</sup> *Ibid.* P.38

families. The needs that are needed by children must be fulfilled by their parents, namely: eating, drinking, clothing, affection, attention, security and adequate entertainment. Children are also invited to discuss and be open to each other in the family, so that all families can understand and understand each other. Without openness and harmony in the family, the family will not be harmonious. Guidance and education provided by parents will be a provision for children when they grow up. For this reason, family factors greatly determine the development of children, meanwhile children must also understand and understand their duties and obligations as children.

So the role of children also affects the success of their parents in guiding them. So they have to understand each other and work together so that parents can also guide their children, while their children also have to do what their parents have taught for their future.

## **2. The influence of interest in learning English**

Meanwhile, according to Crow and Crow, interest is influenced:<sup>44</sup>

- a). Internal need factors, this need can be in the form of needs related to physical and psychological needs, namely factors that are closely related to physical needs, stimulating individuals to defend themselves from pain, hunger and things related to physical needs.
- b). Social motive factors are factors that can generate interest in carrying out social activities for social needs.

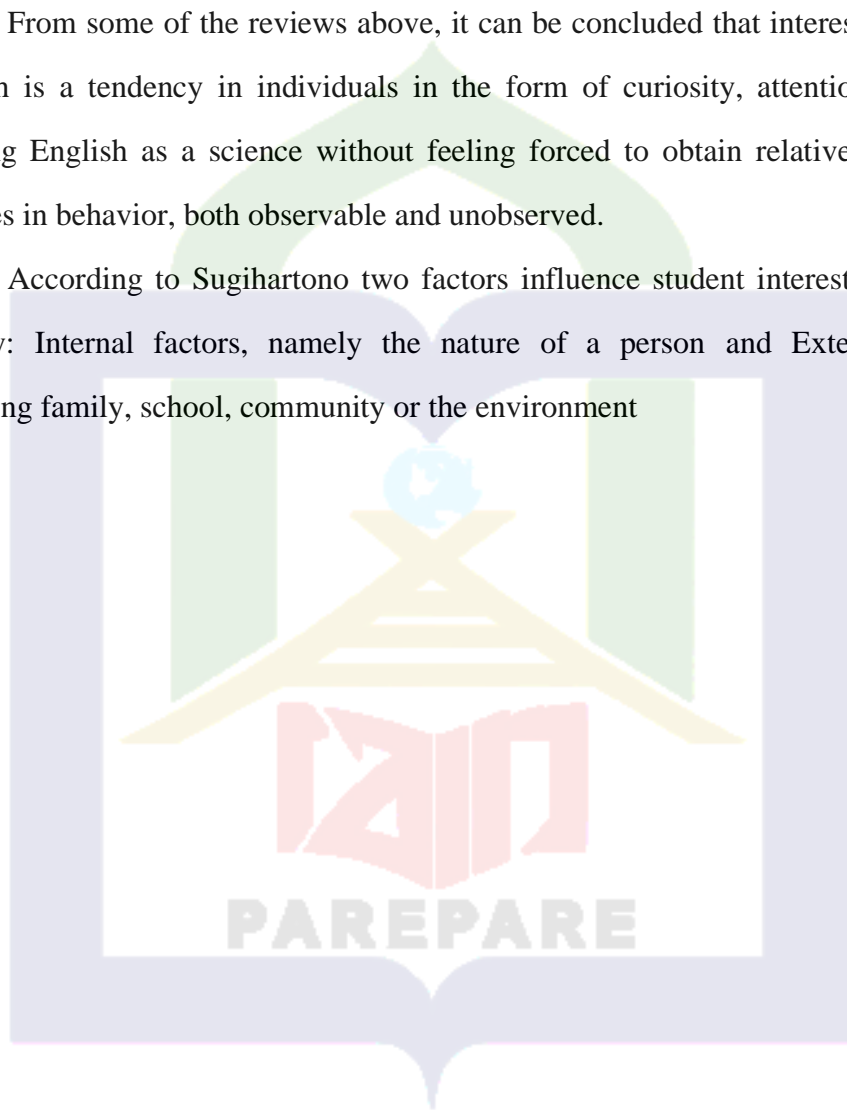
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<sup>44</sup> Crow dan Crow, *Educational Psychology*. (New York: American Book Company, Rivesed Edition.1978). P 169

c). Emotional factors, namely emotional and feeling factors that are closely related to interest in certain objects. An activity related to a certain object can then cause a feeling of pleasure or satisfaction.

From some of the reviews above, it can be concluded that interest in learning English is a tendency in individuals in the form of curiosity, attention, and likes learning English as a science without feeling forced to obtain relatively sedentary changes in behavior, both observable and unobserved.

According to Sugihartono two factors influence student interest in learning, namely: Internal factors, namely the nature of a person and External factors, including family, school, community or the environment





## BAB V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the findings and the result of the data analysis in the previous chapter, the conclusion can be drawn as follows:

1. There is an influence of the family environment on students' interest in learning English at Pinrang Public Senior High School (SMAN) 7. This is indicated by the significance result of 0.000 which is smaller than the level of  $\alpha = 0.05$ , which means that  $H_0$  is rejected and  $H_a$  is accepted.
2. The effect of the family environment on the interest in learning English at Pinrang State Senior High School (SMAN) 7 can be concluded as much as 31%. It is seen from the *adjustedR*<sup>2</sup> of 31% while 69% is explained by variables outside the model.
3. The family environment variable has a positive regression coefficient of 0.522. This shows that the family environment has a positive impact on interest in learning English, if the family environment variable increases by one point, it can increase interest in learning English by 0.522 points. Based on the data generated from calculations with the SPSS Version 23.0 program, it was obtained that the *Fcount* was 35.600 and the *Ftable* was 3.97. When compared with *Fcount* with *Ftable* value, it can be seen that the statistical test results from the distribution of  $F_{count} \geq F_{table}$  are  $35.600 \geq 3.97$ . The test results can also be seen from the significance of 0.000 which is smaller than the level of  $\alpha = 0.05$ . This means that  $H_0$  is rejected, so that the family environment variable has a positive and significant effect on

interest in learning. The coefficient of determination ( $R^2$ ) states the total variation in the dependent variable that can be explained by the independent variable. The adjusted  $R^2$  value of calculations using the SPSS 23.00 for Windows program is 0.310 which is located between 0 and 1. This shows that the independent variables in the model can explain 31% of the variation of the dependent variable. The remaining 69% is explained by variables outside the model

### **B. Suggestion**

Based on the above conclusions, the suggestions given include the following:

1. The family environment should create a home atmosphere that is conducive and comfortable for learning so that children feel comfortable studying at home. For example, when children study at home, their parents and other family members do not create noise, for example watching television.
2. Parents should complete the need for learning facilities at home, namely by providing an internet network and electronic media to support children's learning while at home.
3. Students should increase their interest in learning English, so that the results of learning English can increase. The way that can be done is to get used to liking and learning things related to English and instilling that English is important, so that students will be encouraged to study English harder, so that they get optimal learning outcomes.

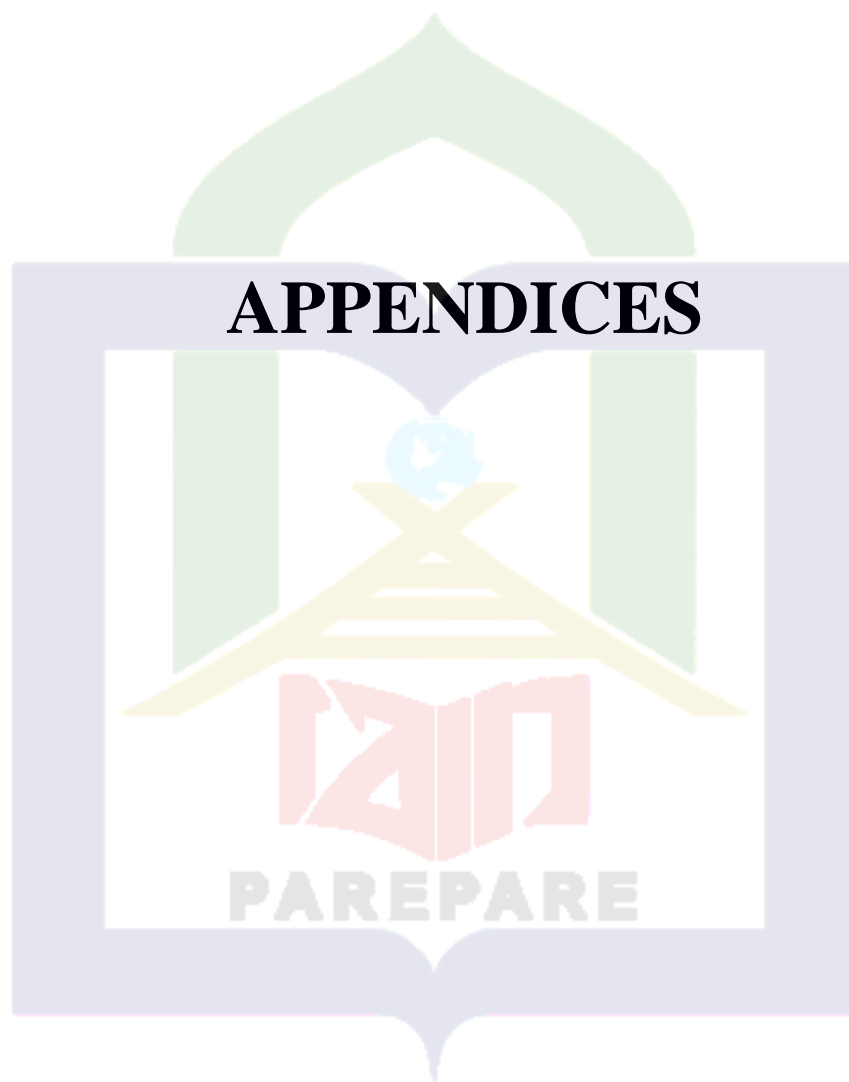
4. The school environment should create a conducive atmosphere for learning, so that students are active in learning. For example: The teacher should use a fun learning method, so that when the learning process does not occur, there is no noise in the classroom.
5. Future researchers should use the results of this study as wrong one reference and further research should use more than one independent variable so that the dominant variable can be found



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## Appendices 1 : Instrument of the questionnaire

### Questionnaire Items

#### Petunjuk Pengisian !

1. Bacalah dengan teliti dan seksama!
2. Silahkan isi semua soal pada lembar jawaban yang telah disediakan. Isi dengan sejujur-jujurnya dan sebenar-benarnya berdasarkan pikiran anda dan sesuai dengan yang anda alami dengan memberi tanda (  $\surd$  ) sesuai dengan pendapat Anda!
3. Bila ada sesuatu yang kurang jelas mohon ditanyakan kepada peneliti!
4. Jangan memberi coretan apapun pada angket ini!
5. Tulis identitas anda pada lembar angket!
6. Selamat mengerjakan!

Untuk menjawab soal pada pertanyaan. Pilihlah 5 (lima) alternative di bawah ini dengan menggunakan tanda ( $\surd$ ). Pada kolom yang telah disediakan.

- a. Sangat Setuju (SS)
- b. Setuju (S)
- c. Netral (N)
- d. Tidak Setuju (TS)
- e. Sangat Tidak Setuju (STS)

Nama :

Kelas :

Jenis kelamin :

## LINGKUNGAN KELUARGA(X) :

No	Pertanyaan	Pilihan Jawaban				
		SS	S	N	TS	STS
1.	Orang tua saya selalu menanyakan kesulitan dalam pembelajaran bahasa Inggris.					
2.	Orang tua saya selalu menanyakan PR saya					
3.	Orang tua saya selalu menegur jika saya tidak belajar bahasa Inggris					
4.	Orang tua saya selalu mengingatkan untuk belajar bahasa Inggris ketika di Rumah					
5.	Orang tua saya selalu menanyakan tentang bagaimana pembelajaran bahasa Inggris di Sekolah					
6.	Orang tua saya selalu memperhatikan cara belajar saya ketika di Rumah					
7.	Orang tua saya selalu memberikan dukungan berupa handphone untuk belajar bahasa Inggris					



8.	Orang tua saya memberikan perhatian kasih sayang dalam belajar bahasa Inggris di Rumah.					
9.	Orang tua saya selalu membimbing saya dalam belajar bahasa Inggris					
10.	Orang tua saya selalu memberikan nasihat kepada saya apabila saya mendapat masalah dalam belajar bahasa Inggris					
11.	Lingkungan rumah saya jauh dari kebisingan					
12.	Lingkungan rumah saya sangat ribut					
13.	Lingkungan rumah saya sangat nyaman untuk belajar bahasa Inggris					
14.	Fasilitas belajar di Rumah saya sangat mendukung seperti ruang belajar, alat tulis dan peralatan lainnya					
15.	Orang tua saya selalu membantu jika saya mendapatkan kesulitan dalam belajar bahasa Inggris					
16.	Orang tua saya selalu memarahi ketika saya malas belajar bahasa Inggris					

17.	Orang tua saya acuh tak acuh ketika saya malas belajar bahasa Inggris di Rumah					
18.	Orang tua saya memberikan tugas Rumah seperti cuci piring dan tugas lainnya pada saat saya belajar bahasa Inggris					
19.	Orang tua saya tidak pernah mengganggu saya pada saat saya belajar bahasa Inggris di Rumah					
20.	Orang tua saya tidak bisa memenuhi kebutuhan belajar saya dalam pembelajaran bahasa Inggris					

MINAT BELAJAR (Y) :

No	Pertanyaan	Pilihan Jawaban				
		SS	S	N	TS	STS
1.	Saya senang belajar bahasa dirumah					
2.	Saya nyaman belajar bahasa Inggris					
3.	Saya menyukai pelajaran bahasa Inggris					

4.	Pelajaran bahasa Inggris sangat sulit dipahami					
5.	Saya belajar bahasa Inggris jika disuruh oleh orang tua .					
6.	Saya tertarik dengan pembelajaran bahasa Inggris.					
7.	Saya terdorong untuk mengikuti pelajaran bahasa Inggris					
8.	Saya tertarik belajar bahasa Inggris karena teman saya					
9.	Saya selalu memperhatikan pelajaran bahasa Inggris di Sekolah					
10.	Saya sangat bersemangat mengikuti pelajaran bahasa Inggris					
11.	Perhatian saya sangat besar dalam pelajaran bahasa Inggris					
12.	Pelajaran bahasa Inggris sangat menarik dan menantang					
13.	Saya tidak pernah mengerjakan tugas yang diberikan oleh guru bahasa Inggris					
14.	Saya selalu mencari informasi di					

	internet tentang pelajaran bahasa Inggris					
15.	Saya mengulangi pelajaran bahasa Inggris di Rumah					
16.	Saya sangat serius dalam mengikuti pelajaran bahasa Inggris					
17.	Saya malas mengikuti pelajaran bahasa Inggris					
18.	Saya selalu bertanya jika saya tidak paham dalam pelajaran bahasa Inggris					
19.	Materi bahasa Inggris mudah dipahami					
20.	Saya selalu mengerjakan PR pembelajaran bahasa Inggris					



**Appendices 2 : The score of the respondent for the family environment variable (X)**

No	Nama Siswa	Item soal									
		1	2	3	4	5	6	7	8	9	10
1	Herdianto	5	5	5	5	5	5	5	5	4	5
2	Muh. Rehan	3	4	3	3	3	5	3	5	3	5
3	Hasriani	3	5	3	3	3	5	3	3	3	3
4	Nurjannah	3	4	3	3	4	4	4	3	3	4
5	Nurhaliza	4	4	2	3	3	4	5	4	3	3
6	Nilam Sari	3	2	3	3	2	3	5	3	3	4
7	Irmayanti	3	4	3	2	3	3	5	4	3	3
8	Musakkir	4	5	5	4	5	4	5	4	5	3
9	Rian	2	3	3	3	3	4	4	3	3	4
10	Nursafitri	1	2	1	2	2	3	2	2	2	2
11	Nurfatima Azzahra	4	4	4	4	4	4	4	4	4	4
12	Siti Nurhalijah	3	3	3	2	2	4	3	2	2	3
13	Nurul Azzahra	4	4	4	5	4	5	3	5	5	4
14	Wilda Putri	2	2	2	2	2	3	3	2	2	2
15	Abrar Usman	5	4	5	5	4	5	5	5	5	4
16	St. Aisyah	3	3	3	3	3	4	5	4	3	3

No	Nama Siswa	Item soal									
		1	2	3	4	5	6	7	8	9	10
17	Rezky Amalia Syahrir	4	5	3	4	4	5	4	4	3	4
18	Andi Nur	3	3	3	4	3	5	4	3	3	3
19	Sintah	4	3	4	4	3	4	3	3	2	3
20	Yudi Saputra	3	3	3	3	4	3	4	3	3	5
21	Harun	3	4	5	3	4	5	5	4	4	5
22	Nur Fausiah	3	3	3	3	3	3	3	3	3	3
23	Lisdayanti	3	5	4	4	5	5	5	5	4	4
24	Arfah Yana	3	3	3	2	2	3	3	3	2	3
25	Adrian	3	4	3	3	3	4	5	3	3	3
26	Alisa Salsabillah	4	4	3	3	4	4	4	3	3	4
27	Muh. Ilham	5	4	2	5	2	5	5	5	4	4
28	Nur. Annisa	3	4	5	5	4	4	5	4	4	4
29	Rina	4	5	5	4	3	3	5	4	4	3
30	Tasriadi	4	4	4	5	4	4	4	5	5	5
31	Tri Juliana	4	4	5	4	4	5	4	5	4	5
32	Alpina	5	5	4	5	5	5	5	5	5	2
33	Muh. Hasan	4	4	4	4	4	4	4	4	4	4
34	Ida Nurfadillah	3	5	3	3	4	5	4	3	3	3
35	Arya Arwi Nari	4	4	3	4	4	4	4	4	3	3
36	Fadli	1	1	1	1	5	2	5	5	2	5

No	Nama Siswa	Item soal									
		1	2	3	4	5	6	7	8	9	10
37	Natasyah	1	2	2	2	2	2	3	5	4	4
38	Rahmawati	4	4	4	4	4	4	4	4	4	4
39	Andi Annisa Fardhiya	4	4	5	3	5	5	4	3	5	4
40	Widi Aulia	2	2	3	3	2	3	3	3	3	2
41	Siti Fadiah	2	2	2	4	5	5	4	5	5	4
42	Nurfatihah	4	5	5	4	5	5	5	5	5	5
43	Haslinda	3	5	4	3	4	5	4	3	3	3
44	Muh. Yusuf	5	5	5	5	5	5	3	4	5	4
45	Hariati	3	5	4	3	3	5	4	4	3	4
46	Jusnita	3	3	3	3	3	3	4	3	5	5
47	Surfiana	3	5	2	2	3	5	3	4	3	5
48	Wahyuti	3	5	3	3	3	2	3	3	3	3
49	Reskiana	3	4	3	3	4	4	4	3	3	4
50	Amir Alfian	4	4	2	3	3	4	5	4	3	3
51	Adinda Nurwana	3	2	3	3	2	3	5	3	3	4
52	Farhan	3	4	3	2	3	3	5	4	3	3
53	Muh. Rusdi	4	5	5	4	5	4	4	4	5	5
54	Nabila	2	3	3	3	3	4	4	3	3	4
55	Abdullah Kadir	1	2	1	2	2	3	2	2	2	2
56	Fatma	4	4	4	4	4	4	4	4	4	4



No	Nama Siswa	Item soal									
		1	2	3	4	5	6	7	8	9	10
57	Putri Juliana	3	3	3	2	2	4	3	2	2	3
58	Nurul Ulya	4	4	4	5	4	5	3	5	5	4
59	Pratiwi	2	2	2	2	2	3	3	2	2	2
60	Sahra	5	4	5	5	4	5	5	5	5	4
61	Nurfajriah	3	3	3	3	3	4	5	4	3	3
62	Mario	4	5	3	4	4	5	4	4	3	4
63	Nurdiana	3	3	3	4	3	5	4	3	3	3
64	Kayla	4	3	2	2	3	4	3	3	2	3
65	Pausia Ramadhan	3	3	3	3	4	3	4	3	3	5
66	Ariadi Susan	3	4	5	3	4	5	5	4	4	5
67	Alya Dwi Susan	3	3	3	3	3	3	3	3	3	3
68	Mirnawati	3	5	4	4	5	5	5	5	4	4
69	Anas	3	3	3	2	2	3	3	3	2	3
70	Firgita	3	4	3	3	3	4	5	3	3	3
71	Hasriani Saripuddin	4	4	3	3	4	4	4	3	3	4
72	Nisma	5	4	5	5	5	5	5	5	4	4
73	Namira	3	4	4	4	4	4	4	4	3	4
74	Ammar Ma'ruf	4	4	5	4	3	3	5	4	4	3
75	Nurmawa'da	3	3	4	5	5	5	5	5	5	5
76	Riska Junaid	4	3	3	3	3	2	4	3	2	4

No	Nama Siswa	Item soal									
		1	2	3	4	5	6	7	8	9	10
77	Nur Hilda Khalifah	2	2	3	3	2	3	3	3	3	2
78	M.Saifullah	2	2	2	2	2	3	3	3	2	4

No	11	12	13	14	15	16	17	18	19	20	TOT
1	3	3	4	5	5	5	1	1	5	1	82
2	3	5	3	5	3	5	5	3	5	3	77
3	4	2	3	4	3	2	2	2	4	2	62
4	3	3	2	4	3	3	2	1	3	1	60
5	2	3	3	4	3	2	2	4	4	2	64
6	3	3	4	4	3	3	3	3	4	2	63
7	5	1	4	5	3	3	3	3	4	2	66
8	3	4	3	5	4	4	4	4	5	4	84
9	4	2	3	4	4	3	3	2	4	2	63
10	3	3	3	3	1	3	3	2	4	2	46
11	4	1	4	3	4	4	1	1	5	1	68
12	3	2	3	3	1	2	3	2	3	3	52
13	4	3	2	3	4	4	4	4	4	2	77
14	3	1	3	1	2	3	3	3	3	2	46
15	3	3	3	3	4	2	1	3	2	1	72

<b>No</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>TOT</b>
<b>16</b>	3	2	3	5	3	4	2	1	5	2	64
<b>17</b>	4	3	3	4	4	2	4	3	3	1	71
<b>18</b>	2	4	3	4	3	3	3	3	4	2	65
<b>19</b>	4	4	3	4	5	4	3	4	3	5	72
<b>20</b>	1	5	2	3	4	3	3	1	5	1	62
<b>21</b>	5	4	4	5	4	5	4	3	4	4	84
<b>22</b>	2	5	3	3	3	3	3	5	3	3	63
<b>23</b>	2	2	3	4	4	3	2	4	2	2	72
<b>24</b>	2	4	2	3	2	3	3	3	3	3	55
<b>25</b>	3	5	3	4	5	5	3	4	3	3	72
<b>26</b>	4	3	4	3	4	3	2	3	4	2	68
<b>27</b>	5	2	4	4	4	4	2	2	5	2	75
<b>28</b>	4	4	3	4	5	4	4	5	5	5	85
<b>29</b>	5	5	4	4	3	4	5	4	5	5	84
<b>30</b>	5	1	5	5	2	5	1	1	5	1	75
<b>31</b>	5	4	5	5	2	4	2	5	4	2	82
<b>32</b>	5	5	5	2	2	2	5	4	5	4	85
<b>33</b>	4	2	4	4	4	4	2	2	4	2	72
<b>34</b>	3	3	3	3	2	5	2	2	5	5	69
<b>35</b>	4	4	3	4	4	4	3	2	4	2	71
<b>36</b>	5	1	5	5	4	3	3	2	5	2	63

No	11	12	13	14	15	16	17	18	19	20	TOT
37	5	2	5	5	4	3	2	4	5	4	66
38	4	5	5	5	4	4	5	5	4	5	86
39	5	4	5	5	5	4	5	5	5	5	90
40	4	2	4	4	3	2	3	2	3	2	55
41	5	5	5	5	5	5	5	4	5	4	86
42	4	2	2	5	5	4	2	3	4	2	81
43	5	5	5	3	5	5	5	5	5	5	85
44	3	4	4	4	5	4	1	2	5	1	79
45	3	4	3	3	4	3	2	2	5	2	69
46	2	4	3	3	5	3	3	3	3	3	67
47	3	2	3	5	5	3	2	1	5	1	65
48	2	2	3	2	3	2	2	2	2	2	53
49	3	3	2	4	3	3	2	1	3	1	60
50	2	3	3	4	3	2	2	4	4	2	64
51	3	3	4	4	3	3	3	3	4	2	63
52	5	1	4	5	3	3	3	3	4	2	66
53	3	5	4	5	3	4	4	4	4	4	85
54	4	2	3	4	4	3	3	2	4	2	63
55	3	3	3	3	1	3	3	2	4	5	49
56	4	1	4	3	4	4	1	1	5	1	68
57	3	2	3	3	1	2	3	2	3	3	52

<b>No</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>TOT</b>
<b>58</b>	4	5	4	4	4	4	4	4	4	5	85
<b>59</b>	3	2	3	3	2	3	2	3	3	2	48
<b>60</b>	3	5	4	4	4	4	5	2	4	4	86
<b>61</b>	3	2	3	5	3	4	2	1	5	2	64
<b>62</b>	4	3	3	4	4	2	2	3	3	1	69
<b>63</b>	2	4	3	4	3	3	3	3	4	2	65
<b>64</b>	4	2	3	4	3	2	3	2	3	4	59
<b>65</b>	1	5	2	3	4	3	3	1	5	1	62
<b>66</b>	5	1	4	5	4	5	5	5	4	2	82
<b>67</b>	2	5	3	3	3	3	3	5	3	3	63
<b>68</b>	2	2	3	4	4	3	5	4	5	5	81
<b>69</b>	2	4	2	3	2	5	3	3	3	3	57
<b>70</b>	3	2	3	4	3	2	1	1	5	1	59
<b>71</b>	4	3	4	3	4	3	2	3	4	2	68
<b>72</b>	5	5	4	4	4	4	5	2	5	5	90
<b>73</b>	2	4	3	4	3	3	2	2	4	2	67
<b>74</b>	3	3	3	3	3	3	3	3	3	3	69
<b>75</b>	5	5	5	5	2	3	5	5	5	5	90
<b>76</b>	3	3	2	2	2	4	2	2	3	2	56
<b>77</b>	4	2	4	4	5	2	3	2	3	2	57
<b>78</b>	5	2	3	3	3	1	3	4	4	2	55



**Appendices 3 : The score of the respondent for the interest study variable (Y)**

No	Nama Siswa	Item soal									
		1	2	3	4	5	6	7	8	9	10
1	Herdianto	3	5	5	5	2	4	4	2	4	4
2	Muh. Rehan	5	5	5	4	1	5	5	1	4	4
3	Hasriani	3	3	3	5	3	3	3	3	4	3
4	Nurjannah	3	3	3	5	2	3	3	4	3	3
5	Nurhaliza	3	4	4	3	3	4	4	3	4	4
6	Nilam Sari	4	5	4	3	2	4	3	2	3	3
7	Irmayanti	3	4	4	4	2	4	4	2	3	3
8	Musakkir	4	5	5	4	1	5	5	1	5	5
9	Rian	4	4	4	4	2	4	3	3	4	4
10	Nursafitri	3	3	1	2	2	2	2	2	3	2
11	Nurfatima Azzahra	3	3	2	4	4	3	3	3	4	3
12	Siti Nurhalijah	4	4	4	4	1	4	4	2	4	4
13	Nurul Azzahra	2	4	4	2	4	4	4	2	4	4
14	Wilda Putri	4	4	4	4	4	4	2	2	4	3
15	Abrar Usman	4	4	3	4	3	3	3	2	3	3
16	St. Aisyah	3	3	4	4	3	3	3	2	3	3
17	Rezky Amalia Syahrir	3	4	4	3	4	4	4	2	3	3
18	Andi Nur	3	3	3	4	4	4	4	3	4	4

No	Nama Siswa	Item soal									
		1	2	3	4	5	6	7	8	9	10
19	Sintah	3	3	3	4	5	5	5	3	5	4
20	Yudi Saputra	3	3	3	3	3	3	3	3	3	3
21	Harun	5	4	4	3	5	5	5	3	5	5
22	Nur Fausiah	3	3	3	3	3	3	3	2	3	3
23	Lisdayanti	3	3	3	3	4	4	4	3	5	4
24	Arfah Yana	3	3	3	2	3	3	3	2	2	3
25	Adrian	4	4	4	4	4	4	4	2	4	4
26	Alisa Salsabillah	4	3	3	3	4	4	4	4	4	3
27	Muh. Ilham	4	4	3	4	3	3	3	2	3	4
28	Nur. Annisa	5	5	5	1	5	5	5	1	5	5
29	Rina	4	4	4	4	4	4	4	4	4	4
30	Tasriadi	2	3	3	4	3	4	3	4	4	3
31	Tri Juliana	3	3	4	3	4	3	3	3	4	3
32	Alpina	4	4	4	5	4	5	4	5	5	4
33	Muh. Hasan	4	4	4	4	4	4	4	3	3	4
34	Ida Nurfadillah	5	4	5	2	5	2	5	5	2	2
35	Arya Arwi Nari	5	5	5	2	5	5	5	1	5	5
36	Fadli	3	5	4	3	4	4	5	3	4	4
37	Natasyah	3	5	4	3	4	4	5	3	4	4
38	Rahmawati	4	4	4	5	4	5	5	5	5	5



No	Nama Siswa	Item soal									
		1	2	3	4	5	6	7	8	9	10
39	Andi Annisa Fardhiya	4	5	5	5	5	5	5	4	4	4
40	Widi Aulia	3	3	3	3	3	3	3	2	3	3
41	Siti Fadiah	5	5	5	5	5	5	5	4	4	4
42	Nurfatihah	3	3	5	4	5	5	4	4	5	5
43	Haslinda	5	5	5	5	5	5	5	5	5	5
44	Muh. Yusuf	3	5	5	5	5	5	5	4	5	4
45	Hariati	3	3	4	3	4	4	3	3	4	3
46	Jusnita	4	5	5	4	5	5	4	5	5	5
47	Surfiana	3	5	5	5	5	5	5	4	4	5
48	Wahyuti	3	3	3	3	3	3	3	3	4	3
49	Reskiana	3	3	3	3	3	3	3	3	3	3
50	Amir Alfian	3	4	4	4	4	4	4	4	4	4
51	Adinda Nurwana	4	5	4	1	4	4	3	3	3	3
52	Farhan	3	4	4	4	4	4	4	3	3	3
53	Muh. Rusdi	4	5	5	5	5	5	5	5	5	5
54	Nabila	4	4	4	2	4	4	3	4	4	4
55	Abdullah Kadir	3	3	4	2	2	4	4	4	3	4
56	Fatma	3	3	2	3	4	3	3	3	4	3
57	Putri Juliana	4	4	4	4	1	4	4	4	4	4
58	Nurul Ulya	2	4	4	4	2	4	4	4	4	4

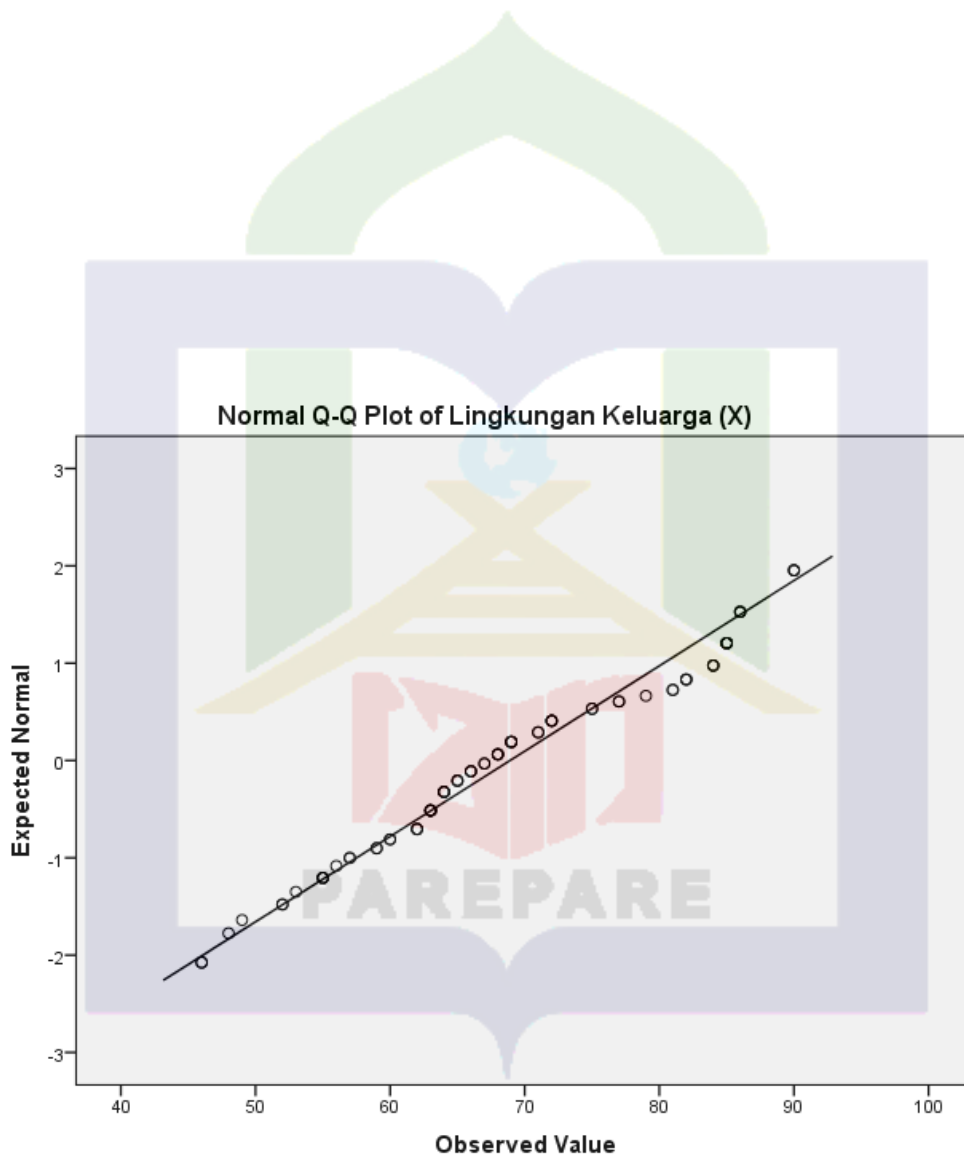
No	Nama Siswa	Item soal									
		1	2	3	4	5	6	7	8	9	10
59	Pratiwi	4	4	4	4	2	4	4	3	4	3
60	Sahra	4	4	3	3	3	3	3	3	3	3
61	Nurfajriah	3	3	4	3	2	3	3	3	3	3
62	Mario	3	4	4	4	2	4	4	3	3	3
63	Nurdiana	3	3	3	4	2	4	4	3	4	4
64	Kayla	3	3	3	5	3	5	5	3	5	4
65	Pausia Ramadhan	3	3	3	3	3	3	3	3	3	3
66	Ariadi Susan	5	3	5	3	2	5	5	4	5	3
67	Alya Dwi Susan	3	3	4	3	2	3	3	3	4	3
68	Mirawati	4	4	4	4	4	4	4	3	3	4
69	Anas	4	4	4	4	4	4	4	3	3	4
70	Firgita	5	4	5	2	2	2	5	5	2	2
71	Hasriani Saripuddin	5	5	5	5	2	5	5	1	5	5
72	Nisma	3	5	4	4	2	4	5	3	4	4
73	Namira	3	5	4	4	2	4	5	3	4	4
74	Ammar Ma'ruf	4	4	4	5	3	5	5	5	5	5
75	Nurmawa'da	4	5	5	5	5	5	5	5	4	4
76	Riska Junaid	3	3	3	3	4	3	3	2	3	3
77	Nur Hilda Khalifah	5	5	5	5	2	5	5	3	4	4
78	M.Saifullah	3	3	5	5	1	5	4	2	5	5

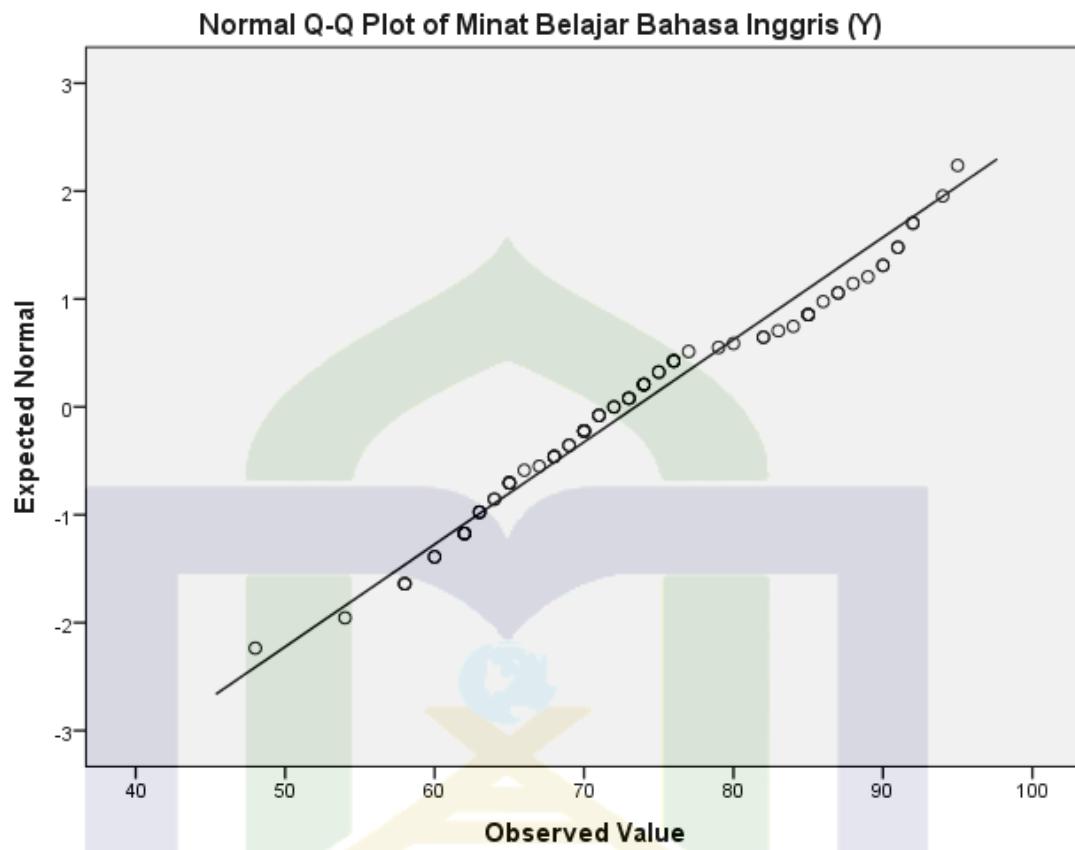
<b>No</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>TOT</b>
<b>1</b>	4	4	2	3	4	3	2	4	3	4	71
<b>2</b>	3	4	1	5	4	4	1	4	5	5	75
<b>3</b>	3	4	2	5	4	3	3	4	3	4	68
<b>4</b>	3	4	3	4	3	4	2	3	3	4	65
<b>5</b>	4	4	3	4	3	4	1	4	3	4	70
<b>6</b>	3	5	2	4	2	3	2	3	3	3	63
<b>7</b>	3	3	3	4	3	3	5	3	4	4	68
<b>8</b>	5	5	4	5	4	4	5	5	3	5	85
<b>9</b>	4	4	4	4	4	3	4	3	4	4	74
<b>10</b>	2	2	3	3	2	2	5	2	3	2	48
<b>11</b>	3	3	3	4	3	3	4	4	2	4	65
<b>12</b>	4	4	4	5	2	2	5	2	3	5	71
<b>13</b>	4	4	4	4	4	4	4	4	3	4	73
<b>14</b>	2	2	3	5	1	2	3	3	3	3	62
<b>15</b>	3	3	3	3	3	3	4	3	3	4	64

<b>No</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>TOT</b>
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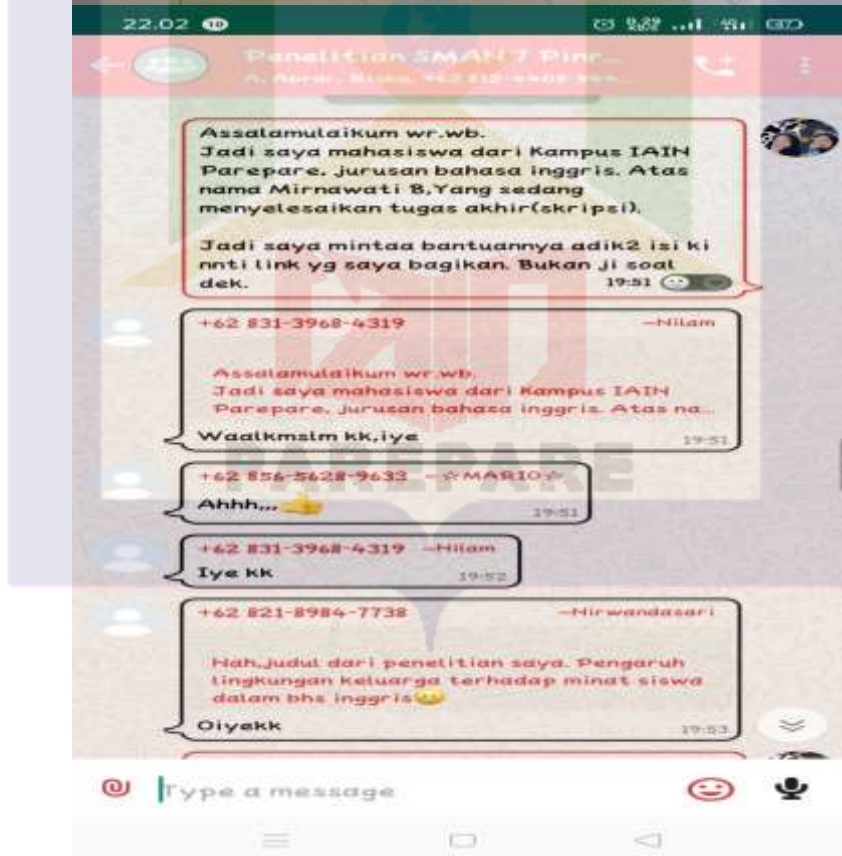
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<b>77</b>	4	5	1	5	4	4	4	4	4	5	83
<b>78</b>	4	5	1	5	5	5	3	3	2	5	76







## Appendices 4 : Documentation





## CURRICULUM VITAE



Mirrawati B is the name of the writer. She was born on April 17<sup>th</sup> 1999 in Pinrang. She is the third of five children in her family. Her father's name is Abduh and her mother's name is Sumarni. She began her study in Elementary School at SDN 278 Padakkalawa on 2005 and graduated on 2011. In the same year, she continued her study to Junior High School of SMPN 2 Mattirobulu and graduated on 2014. Then, she continued her study to Senior High School of SMAN 7 Pinrang and graduated on 2017. After finished her study, she subscribed and accepted studying in S1 English Program of Tarbiyah Faculty State Islamic Institute (IAIN) Parepare. She join in organization named Gerakan Mahasiswa Mattirobulu (GEMAR). On 2021 she completed her skripsi in title "The Influence of the Family Environment on Student's Interest in Learning English".