THE EFFECT OF GIVEN REWARD TOWARDSTUDENTS' MOTIVATION IN READINGDESCRIPTIVE TEXT AT THE FIRST YEAR OF MTsN KAMPAR DISTRICT OF KAMPAR REGENCY

Thesis

Submitted of Fulfill One of Requirements

for Undergraduate Degree in English Education

(S.Pd.)

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PEKANBARU

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ABSTRACT

Afni Nofrianti (2012): The Effect of Given Reward toward Students' Motivation in Reading Descriptive Text at the First Year of MTsN Kampar District of Kampar Regency.

English is one of the courses in the school. It needs teaching and learning process. Nowadays, teaching English is beginning from the lowest level of education until the highest level. The teachers have important role to motivate the students to learn English. Based on the writer's preliminary observation at MTsN Kampar most of the students do not have motivation in reading process. There are some students who feel bored, tired, and lazy if the teacher gives them reading subject, especially in reading descriptive text.The research was done at MTsNKampar,the main concern of this research is to obtain the effect of given reward toward student's motivation in reading descriptive text.

The design of this reasearch was experimental research. The subject of this research is the first year students of MTsN Kampar that consists of two classes. The researcher takes two classes as control class and experiment class. The object of this research is the effect of given reward toward students' motivation in reading descriptive text.

The instruments of this research are classroom observation and questionnaires. After the researcher collect the data into data recapitulation. The researcher analyzed the data by using the following formula:

$$t_{o} = \frac{Mx - My}{\sqrt{\left[\frac{SD_x}{\sqrt{N-1}}\right]^2 + \left[\frac{SD_y}{\sqrt{N-1}}\right]^2}}$$

Based on the research finding, there is significant effect of the reward toward students' motivation in reading descriptive text at the first years of MTsN Kampar. It can be seen also fromT-table at the 5% level of significance which refers to 2.00. While, in the level of significance 1% is 2.65. Therefore, it can be analyzed that t_o is higher than t table in either at 5% or 1% level of significance. It can be read that 2.00< 3.70 >2.65. So, *Ho* is rejected and *Ha* is accepted.

ABSTRAK

Afni Nofrianti (2012): Pengaruh Pemberian Hadiah terhadap Motivasi Siswa dalam Membaca Teks Deskriptif di Kelas Satu MTsN Kampar Kecamatan Kampar Timur Kabupaten Kampar

Bahasa Inggris adalah salah satu program di sekolah. Itu sangat diperlu dalam proses belajar mengajar. Proses belajar mengajar terjadi antara siswa dan guru di kelas. Saat ini, mengajar bahasa Inggris mulai dari tingkat terendah pendidikan sampai tingkat tertinggi. Para guru memiliki peran penting untuk memotivasi para siswa untuk belajar bahasa Inggris.

Berdasarkan pengamatan awal penulis di MTsN Kampar sebagian besar siswa tidak memiliki motivasi dalam proses membaca. Ada beberapa siswa yang merasa bosan, lelah, dan malas jika guru memberikan mereka membaca subjek, terutama dalam membaca teks deskriptif. Penelitian ini dilakukan di MTsN Kampar; perhatian utama dari penelitian ini adalah untuk mendapatkan efek dari hadiah yang diberikan terhadap motivasi siswa dalam membaca teks deskriptif. Subjek penelitian ini adalah siswa kelas satu dari MTsN Kampar yang terdiri dari dua kelas. Peneliti mengambil dua kelas sebagai kelas kontrol dan kelas eksperimen. Tujuan dari penelitian ini adalah efek dari pemberian hadiah terhadap motivasi siswa dalam membaca teks deskriptif.

Instrumen penelitian ini adalah observasi dan kuesioner kelas. Setelah peneliti mengumpulkan data ke dalam rekapitulasi data. Peneliti menganalisis data dengan menggunakan rumus berikut:

$$t_o = \frac{Mx - My}{\sqrt{\left[\frac{SD_x}{\sqrt{N-1}}\right]^2 + \left[\frac{SD_Y}{\sqrt{N-1}}\right]^2}}$$

Berdasarkan temuan penelitian, ada efek signifikan dari pemberian hadiah terhadap motivasi siswa dalam membaca teks deskriptif pada siswa kelas satu MTsN Kampar. Hal ini dapat dilihat juga dari T-tabel pada tingkat signifikansi 5% yang mengacu pada 2,00. Sementara, pada tingkat signifikansi 1% adalah 2,65. Oleh karena itu, dapat dianalisis bahwa T-Observasi lebih tinggi dari T-tabel baik dalam 5% atau 1% tingkat signifikansinya. Hal ini dapat dibaca bahwa 2,00 <3,70> 2,65. Jadi, Ho ditolak dan Ha diterima.

ملخص

إفني نوفمبر يانتي: (2012) : تأثير الدافع نحو إعطاء مكافأة الطلاب في قراءة النص الوصفي في السنة الأولى من المدرسة الثانوية MTsN Kampar

اللغة الإنجليزية هي واحدة من البرامج في المدارس. كانت عملية ضرورية جدا للتعلم والتعليم. عملية التعليم والتعلم يحدث بين الطلاب والمعلمين في الفصول الدراسية. حاليا ، تدريس اللغة الإنجليزية من أدنى مستوى وصلت إلى أعلى مستويات التعليم. المعلمون دورا مهما في تحفيز الطلاب لتعلم اللغة الإنجليزية.

في وقت سابق بناء على ملاحظات كاتبة في MTsN Kampar معظم الطلاب ليس لديهم الحافز في عملية القراءة. هناكبعض الطلاب الذين يشعرون بالملل، والتعب، وإذا كان كسولا المعلمين أعطاهم لقراءة الموضوع ، ولا سيما في قراءة النص الوصفي.

وأجريت الأبحاث في جورو MTsN؛ الاهتمام من هذا البحث هو أن يشعر تأثير الهدايا المقدمة لتحفيز الطلاب في قراءة النص الوصفي. موضوع هذه الدراسة وهو طالب من الدرجة الأولى من MTsN Kampar يتألف من طبقتين. استغرق الباحثين فئتين على السيطرة الطبقية والطبقات التجريبية. الغرض من هذه الدراسة هو في واقع الأمر هدية لتحفيز الطلاب في قراءة النص الوصفي.

وهذه الدراسة الرصدية والصكوك فئة الاستبيانات. مرة واحدة الباحثون بجمع البيانات في البيانات الموجزة. وحلل الباحثون بيانات باستخدام الصيغة التالية :

$$t_0 = \frac{M_x - M_y}{\sqrt{\left[\frac{SD_x}{\sqrt{N-1}}\right]^2 + \left[\frac{SD_y}{\sqrt{N-1}}\right]^2}}$$

بناء على نتائج البحوث ، وليس له آثار كبيرة من الهدايا على تحفيز الطلاب في قراءة النص الوصفي في فئة من الطلاب MTsN Kampar. ويمكن ملاحظة ذلك أيضا من الجدول – T على مستوى الدلالة 5 ٪، مما يشير إلى 2.00. وفي الوقت نفسه ، كان مستوى 1 ٪ من دلالة 2.65. ولذلك، يمكن تحليل أن تي ملاحظات أعلى من الجدول – T جيدا في 5 ٪ أو 1 ٪.مستوى الدلالة ويمكن قراءة أن 2.00 >3.70< 2.65. كذلك ، رفض هو وتلقي ها

THE LIST OF CONTENTS

LIST OF TABLES

CHAPTER I

INTRODUCTION

A. The Background of the Problem

Language is integral part of human life. Our life is full of language activities to interact and communicate with each other. The people use English not only to communicate, but English is one of the foreign languages that have becomethe language of science and technology. English is one of the international languages. In Indonesia, English is the first foreign language taught from primary school to university. There are four skills in English education, they are listening, speaking, reading and writing.

Reading is a complex process and depends upon learning specific skill. The purpose of teaching reading in school is both to teach children to become independent active readers and introduce them to the pleasure and knowledge with effective reading make possible[1]. The specific objective of reading is to create the students' ability in setting general information, particularly the information they need support their study, overall meaning, getting specific information from the text and reading for pleasure, for interest and for enjoyment

Thereforeconsidering the importance of the reading it is crucial that reading should give the greatest attention and motivation at any education, especially in MTsN Kampar. MTsN Kamparis one of the schools that also uses

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[1] Jack et al, *Longman Dictionary of Language and Applied Linguistics*,(Malaysia VVP,1992).p379

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Shcool Based Curiculum (KTSP) as guidance in teaching and learning process. English is taught twice a week with time durationabout 30 minutes for one hour.

Based on writer's preliminary observation at MTsNKampar, most of the students have low motivation in reading process. There are some students who feel bored, tired, and lazy if the teacher gives them reading subject, especially in reading descriptive text. In this case, the teacher has an important role to motivate the students encourage with reading. Mc. Donald said that" Motivation is an energy change within the person characteristics by affective arousal and anticipatory goal reaction[2]". So, the teacher must be able to make the students interested in reading and make reading as an enjoyable activity.

Given reward is one of the ways to enhance student's motivation. This finding is distressing and has important implications for education because of the prevalence of reward in the classrooms and schools. Considering the theory and research on reward and intrinsic motivation and discuss ways that rewards can be used productively to enhance student's motivation[3]. In other words, using reward in the classroom to foster motivation require that they be linked with student's progress, skill improvement, learning, and competence[4]. In this case, the writer gave sticker as reward to students

Based on the description above, the writer would like to observe how far the effect of given reward toward students' motivation in reading process.

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[2] Drs. SyaifulBahriDjamarah, PsikologiBelajar, (PT. RINEKA CIPTA, Jakarta)
[3] Schunk. Dale H, *Motivation in Education, Theory, Research, and Aplications*.:(Carlisle Publishing Services, United State America 2008) p.259
[4] Ibit p262

Espesially in reading descriptive text, in this case the writer it can be seen the following symptoms:

1. Most of students are low motivated in learning Reading, espesially in reading Descriptive text
2. Most of students can not pay attention in learning Reading process
3. Most of students are lazy to follow Reading process
4. Most of students donot have spirit to study

Based on symptoms above, the writer is very interested in carrying out a research entitled:

"The Effect of Given Reward toward Students' Motivationin Reading Descriptive Textatthe First YearStudentsof MTsNKampar District of Kampar Regency".

B. The Definition of the Term

To avoid misinterpretation and misunderstanding about this title, it is necessary to explain the terms used in this research; the terms areas follows:

1. Effect

According to Manser, effect is change caused by somebody sometime result. In this research, effect is defined as the result of rewad to students motivation in reading descriptive text.

2. Reward

According to Slavin,a reward that is external to the activity, such as recognition and good grade[5]. Inthis research, reward is thing that is given sticker by the teacher to the students for sprout up their motivation in Reading Descriptive text.

3. Motivation

According to Brown motivation is commonly thought of as inner drive, impulse, and emotion on desire that moves one to a particular action[6]. In this reasearch, motivation is used to encourage the students more interested and to enhance students' spirit in learning.

4. Reading

According to Hasibuan , reading is an interactive process that goes on between the reader and the text[7]. In this research, reading is to motivate of the students to be good reader

5. Descriptive text

Acoording toSyafii's , descriptive is verbal of person, place, or object. Thus, a descriptive text is the one that describes a person, place, or object. In this research, descriptive text is one of the text that to learn by students.

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[5]Slavin E. Robert, *Educational Psychology, Theory and practice* Jhons Hopkins Univesity; New York, San Fransisko(2006) p.335

[6]Brown Dougles.*Teaching by principle: an interactive Apporoach to LangguagePedagogy*,(California. San FransiscoUniversitas 1980), p.112

[7] . KalayoHasibuan and Muhammad FauzanAnsyari, *Teaching English as foreign langage (TEFL)*Pekanbaru, Alaf Riau Graha UNRI Press,(2007) p 114

[8]Syafii's M, et al.The*Effective Paragraph Develovements: The Process of Writing for classroom Settings*. (Pekanbaru: LembagaBimbinganBelajarSyaf Intensive(LBSI), 2007) p.50

C. The Problem

1. Identification of the Problem

Based on the background and the phenomena above the writer identifies the problem encountered by students, motivation in reading as follows:

1. How are the effects of giving reward on students' motivation in Reading process?
2. What factors make the students can not pay attention in reading process?
3. Why are some students lazy to follow Reading process?
4. What factors influence the students donot have spirit to study?

2. Limitation of the Problem

Based on the identification of the problemwriter needs to do this research. However, thinking about the limitedness, the writer needs to limit the problems of the research"The effect of given sticker as reward toward student's motivation in reading descriptive text at the first year of MTsNKampar.

3. Formulation of the Problem

According to the limitation of the problem states above, the problem of this research will be formulated in following research question:Is there any significant effect of the given sticker as reward toward student's motivation in reading descriptive text at the first year of MTsNKampar District of Kampar Regency?

D. The Objectiveand Significant of the Reasearch

    1. The Objective of the Reasearch

        a. To find out the significant effect of giving sticker as reward toward students' motivation in reading descriptive text at the firs years of MTsN Kampar

    2. The Need of the Reasearch

        a. To give effect and information to the English teacher about students' motivation in Reading descriptive text by given reward, so that it can improve their ways of teaching in other that the students are not bored in learning English.

        b. To give effect and information to the students about motivation on Reading Descriptive text, are suggested to their activies as well as possible. Thus all of them can increase their motivation through self-activated English learning.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. The Nature of Reward

In education, teachers dispense a variety of reward to students for examplary behavior and academic performence;like grades, previleges, honors, free time, points or tokens excangable for other things, sticker,and stars[1]. In Skinner's operant conditioning theory, says that rewarding (reinforcing) the consequences of behavior and increase its likelihood of occurring in the future[2]. In other hand, reinforcement can be complex. Reinforcement means to strengthen;consist of positive reinforcement and negative reinforcement.First, Positive reinforcement is the frequency of a response increase because it is followed by a rewarding stimulus, as in the example in which the teacher's positive comment increase the student's writing behavior, like you might tell one of your students ," congratulation". I am really proud of how good the story that you read. In other, reward can oalso inform learners about their progress in skill acquisition and thereby sustain motivation. The second is negative reinforcement is the frequency of a response increase because it followed by the removal of an aversive (unpleasant) stimulus. For example, a father nags at his son to do his

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[1]Schunk.H.Dale et al,*Motivation in Education, Theory, Research, and Aplications*.:United State America (2008) p.311
[2]*Ibid*, p. 311

homework. He keeps nagging, finally the son get tired of hearing the nagging and does his homework[3].In this case writer just took positive reinforcement. Reinforcers fall into two broad categories there are:

1. **Primary reinforcers** satisfy basic human needs. Someexamples are food, water, security, warmth, and sex.

2. **Secondary reinforcers** are reinforcers

   that acquire their value by being associated with primary reinforcers or otherwell-established secondary reinforcers. For example, money has no value to a youngchild until the child learns that money can be used to buy things that are themselvesprimary or secondary reinforcer[4].

The behavioral learning principle most useful for classroom practice is also the simplest. The main guidelines for the use of reinforcement to increase desire behavior in the classroom are as follows:

1. Decide what behavior you want from the students and reinforce these behaviors when they occur. For example, praise or reward good work.

2. Tell the students what behavior they want, when they exhibit the desires behavior and reinforce them, tell them why. Present the students a rubric that itemizes the criteria you will use when evaluating their work and include the point value for each criterion, student then will be able to discriminate their strengths and weaknesses from the feedback very receive from you.

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[3]Santrock.Jhon W, *Educational Psychology*; University of Texas at Dallas (2004) p.216
[4]Slavin E. Robert, *Educational Psychology, Theory and Practice* Jhons Hopkins Univesity; New York, San Fransisko(2006) p.139

3. Reinforce appropriate behavior as soon as possible after occur. Delayed reinforcement is less effective then immediate reinforcement. When you are grading an assignment, present feedback to the students as soon as possible, it is important that students know how they are doing in the class, so don't delay with the grades.[5]

According to Schunk, Using reward in the classroom to foster motivation requires that they be linked with student's progress, skill improvement, learning, and competence. When rewards are contingent on these outcomes, they convey to students that they are learning, which build self-efficacy and sustain motivation. In other hand by using reward, weencourage the students to put aside some of their home problems and also find a reason to apply reward in school. Then, Raffiniargues:

> "Reward and punishment are too often the only tools available in the motivational arsenal of many teachers. Although these two timeworn tactics can control many students' behavior, their indiscriminate use can seriously undermine the students' intrinsic motivation for the activities and behavior being controlled. Students will learn for many reasons. But the more their learning. We can coerce students into memorizing their spelling list with gold start or a treat of staying after school, but their attention will be focused on learning start or avoiding the punishment, rather than learning the value and benefits of the activity[6].

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[5]*ibid*, (2006) p.141

[6],.Raffini,James P.Raffini, James P. *150 Ways to Increase Intrinsic Motivation in theClassroom*. America: Library of Congress Cataloging-in- publication Data,(1996) p.1

2. The Role of Reward of Increasing Motivation in Teaching and Learning Reading

According to Najati, if motivation has the important role to arouse students' spirit to find their problem solving, that is useful to achieve and to accelerate theircomprehension in learning, so reward also has the important role to get support and positive respond.[7]

In other hand, by using reward, we encourage the students to put aside some of their home problems and also find a reason to apply reward in school. It also helps they see the association between completing work, and getting good grades. In Yusnawati, there are ten tips for using reward as follows:

1. Keep the reward system simple. A complicated behavior system is difficult and time consuming to manage.

2. Make the reward meaningful to your students. Opportunities for student's choice can be particularly effective.

3. Used reward to get students to a good starts with a specific behavior

4. Focus on one behavior at a time, and have your students help select it

5. Reward students for showing responsibility. Shift the emphasis of the classroom management system from the teacher to the students

6. Begin the use rewarding students often, and then gradually reduce the reward and maintain expectations.

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[7]Najati, Usman, M. *PsikologidalamTinjauanHaditsNabi*. Jakarta: Mustaqlim, (2006),p.23

7. Give consistent reward for academic achievement

8. Raise the expectation that must be met for the rewards as the students' progress

9. Think in the short term. A system that is not longer needed after a few weeks has done its job

10. Modify behavior system for student's extreme problem. Frequent smaller reward given to these students may have more benefit[8].

From this statement, it can be understood that given reward for student can stimulate motivation. So, to get students attention and students' stimulation in their learning, the teacher should know how to stimulate and sprout up students' motivation especially in reading learning process that is reward. So, it can be concluded that reward can be used in teaching reading to motivate the students to learn, in order the students' can be better than before, in this case the writer uses sticker as a reward. The students will pay more their attention to the reward than the lesson

In reading, reward plays an important role to motivate the students in learning. Reward can make students interested in learning English. Purwanto, describes that there are some advantages of reward in teaching. They are as follows:

1. Reward can make students enjoyable in learning.

2. Reward can motivate the students to learn

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[8]Yusnawati. *The contribution of Reward Toward Students' Motivation in Speaking at the Second Years of MTs Al- Istiqomah Alahair Selat Panjang Bengkalis.* Thesis UIN SUSKA PEKANBARU 2008

3. Reward can increase the students' interest and attention in learning reading process[9].

From the opinion above, it can be said that reward is necessary to be used in education, especially in teaching and learning reading because reward can motivate the students to learn and increase their motivation to read especially descriptive text. In this case the writer takes a stiker as reward.

3. Motivation in Learning Reading Descriptive Text

Talking about motivation there are several theories about motivation that cannot be separated with each other. Theories of motivation try to provide general set principle to guide our understanding of the urges, wants, needs, desires, strivings, and goals that come under the heading of motivation.

According to Schunk the term of motivation is derived from the latin verb *movere*(to move). Motivation is the process whereby goal-directed activity is instigated and sustained[10]. Let us examine this definition in depth. Motivation is a process rather than a product. Motivation involves goals that provide impetus for and direction to action. Cognitive views of motivation are united in their emphasis on the importance of goals. Behavioral (conditioning) theories view motivation as an increased or continual level of responding stimuli brought about by reinforcement (reward). Various definitions of motivation have been proposed over the course of decades of research, three different perspectives emerge:

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[9]Purwanto, M. Ngalim. *Ilmu dan Teoritis dan Praktis*, Bandung (1993: 231)
[10] *Loc,cit*,.Schunk. Dale H, (2008) p.04

1. From a behavioristic perspective, motivation is seen in very matter of fact terms. It is quite simply the anticipation of reward.

2. In cognitive term, motivation places much more emphasis on the individual's decision.

3. A constructivist view of motivation places even further emphasis on social context as well as individual personal choice[11].

   Motivation requires activity, physical or mental. Physical activity entail effort, persistence, and other overt action. Mental activity includes such cognitive action as planning, rehearsing, organizing, monitoring, making decision, solving problems, and assessing process. Most activities that students engage in are geared toward attaining their goals.[12]

   Various studies have found that motivation is very strongly relatedto achievement in language learning[13].Acording to Bage and Barliner in wuryani, motivation is engine and direction of a car; the intencity of motivation that is used to one activity depent on big intencity than direction. The fact, teacher hasimportantrole toward students' motivation. The desire of students to learn is result from some factors like personality and students' ability, situation, and reward they get. Nasution says that "The reward of a thing well done is to have done it".

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[11]Brown H. Dougles.*Principle of Language Learning and Teaching,* California. San Francisco University (2000) p.160

[12]*Loc,cit,*.Schunk. Dale H, (2008) p.05

[13]Ur, Penny. *A course Language Teaching: Practice and Theory*. United Kingdom: Library of Congress Cataloging-in- publication Data, (1991)p274

According to Mc Donald, motivation is a change of energy in an individual that is marked by emerging the effectiveness and reaction to reach the target. The definition concludes:

a. Motivation start from change of energy in an individual

b. Motivation has been symbolized by effective pushing

c. Motivation has been symbolized by e reaction to achieve the goal

It means, motivation is changing process that happened at one self that marked by the incidence of reaction and feeling to reach a specific-purpose. Motivation can also be interpreted as something that pushes human being to acts and do something.

According to Brown in Yusnawati motivation is commonly thought as inner drive impulse, emotion, or desire that moves one to a particular action. It means that motivation consists of various aspects, as follows:

a. Inner drive is a pressure to do something from inside

b. Impulse is a sudden desire to act

c. Emotion is excitement of the filling

d. Desire is a strong wish

Motivation is an essential condition of learning. The result of learning will become optimally, motivation given will be more successful in learning, and so, motivation will determine the intensity of learning effort to all students. Therefore, motivation influences the existence of activity. There are three functions of motivation:

1. Pushing human being to do, become as motor or activator discharging energy.

2. Determining deed direction, namely the target that will be reached

3. Collecting deed, namely determining what deeds, which must be done to reach the target, put aside and deeds, which have no use for the target.

Besides that, motivation has other function: motivation has functioned as an impeller of effort and an attained of achievement. Nasution says that motivation is an essential condition of learning.[14] The result of learning determined by motivation, motivation determines intensity effort of students learning. There are three functions of motivation:

a. Motivation to push students to do something

b. Motivation to determine activity direction that will be achieved

c. To select an activity

Motivation is as the important principle in learning. Learning process will be effective when motivation is used as pushing to learn. According to Najati, students'motivation can be sprout up by given something attractive[15]. Attractive here is as stimulating of raising students' motivation.

According to Smith, there are some methods that can be use to motivate students and increase their interest in learning as follows:

1. Use intensives in the classroom to reinforce motivation toward accomplishment (e.g., prize stars or other reward for completing assignment on time).

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[14]*Ibit*p76
[15]*Loc cit*,. NajatiUsman M, 2006 p.216

2. Get to know each child as an individual, to gain insight in to her/his strength and interests

3. Send some weekly report to parent, encourage parent to reward their children for high motivation.

4. May your classroom interesting and stimulating in to students. Make your lesson inviting and challenging, so students are interested in finding out what come next.

5. Hold monthly conference with students to discuss their work habit, motivation, behavior, and act.

In general, motivation can be classified as intrinsic and extrinsic motivation. Edward Deci defined intrinsic motivation:

> Intrinsically motivated activities are ones for which there is no apparent reward except the activity it self. people seem to engage in the activities for their own sake and not because they lead to extinsic reward...instrically motivated behavior are aimed at bringing about certain internally rewarding consequnces, namely, feeling of competence and itself determination.[16]

According to Raffini, intrinsic motivation is choosing to do an activity for no compelling reason beyond the satisfaction derived from the activity itself-it's what motivation use to do something when we do not have to do anything[17].

Besides, intrinsic motivation comes from students themselves that able to push him to learn, for example a lesson about their requirement of items, whether for the future on the students themselves or for other people. In other, hand

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[16]*Loc, cit*Brown H. Dougles. (2000) p.164

[17]*Loc cit*Raffini,James (1996) p:3

intrinsic motivation refers to motivation to engage in an activity for its own sake. People who are intrinsically motivated work on task because they find them enjoyable. Task participation is its own reward and does not depend on explicit rewards or other external constraints. Brown says that, extrinsic motivation is to carry out in anticipation of a reward from outside and beyond self. Besides, Schunksays that, extrinsic motivation is motivation to engage in an activity as a mean end. Individuals who are extrinsically motivated work on task because they believe that participation will result in desirable outcomes such as a reward, teacher praise, or avoidance of punishment[18]. The teacher is the example of concrete extrinsic motivation that will push the students to learn.

From the statement above, it can be concluded that intrinsic motivation comes from the learner himself, because the learner has the basic physical to achieve self-actualization and conquer that challenging situation. On the other hand, extrinsic motivation is motivation that comes from outside, which also push him to do learning activities.

Extrinsic motivation is used in teaching and learning process like praise, reward, certificate, punishment, and act. Extrinsic motivation is used to increase, interests students in learning when they less interest in subject they learn, in reading. To increase students' motivation in reading is not easy, for that, teacher need to know the condition and students' understanding about reading.

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[18]*Loc, cit*,.Schunk. Dale H, (2008) p.236.

The existence of good motivation in learning will show from good result. In other word, motivation is very important because it can activate someone's behavior in order to attain the goal. It may also refers to an activity that directs a person or a thing to be active when there would be a need to reach based on what someone whishes to do.

High motivation can increase learning interest. In the process of learning, motivation is used to encourage the students more interested in learning. So, the aim of learning will be more valuable. Motivation in learning is very useful to enhance students' spirit in learning. Because, motivation is one of the important regulations in learning.

According to Bahari, there are some form of motivation in teaching learning process they are: Giving score, givinggift, competiting in the class, ego-involving, giving activity, knowing the result, praise, punishment, desire to learning, interest, and purpose.

In learning, motivation is very important factor because without good motivation the result of learning or achievement can be unsatisfactory, in other words, learning theory as practicing language teacher to account for variation in attainment a second language under the same set of condition has cited attitude and motivation. According to Gardner and Lambert, Motivation was examined as a factor of a number of different kinds of attitude. Two different clusters of attitude divided into two basic types of what Gardner and Lambert at the time identified as" instrumental" and "integrative" motivation. The instrumental side of

the dichotomy referred to acquiring a language as a mean for attaining instrumental goals: furthering a career, reading technical material, translation, so forth. The integrative side described learner who wished to integrate themselves in to the culture of the second language group and become involved in social interchange in that group.[19]

In other word, a learner should have instrumental motivation or integrative motivation in learning reading or in a second language. Motivation is growing from the individual organism such as physical factor that is called as non-intellectual motivation. Besides, motivation is also connected with talent. Such a condition for learning something can motivate the students to learn. In other word, even though a student has had talent and interest since he was child, if he is not motivated to learn, it is unlikely to be successful in learning.

Motivation has important role in teaching and learning reading process. The students are depending on them, because it can make their learning active and interesting. Hamalik, says that there are some ways that can be used by the teacher to stimulate motivation of learning such as, by giving score, praise, reward, group work, education film, learning through radio, act. Nasution adds that the way to motivate the students to learn are by giving score, reward competition, exercise, knowing result of learning, work together, praise and criticism. Therefore, using reward in teaching reading descriptive text can make students motivated to learn and can make the class active.

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[19]*Loc,cit,*.Brown H. Daugles. p162

Reading is one of the skills that the students should master in learning English. The specific objective of reading is to create the students ability in setting general information, particularly the information they need to support their study. According to Hasibuan, Reading research shows that good reader:

1. Read extensively

2. Integrates information in the text with exiting knowledge

3. Has a flexible reading style, depending on what they are reading

4. Is motivated

5. Relies on different skill interacting: perceptual processing, phonemic processing, recall

6. Reads for purpose; reading serves a function.[20]

There are three important kinds of motivation in learning reading process. First, motivation in learning something that has function to bring the change and energy of individual found in human organism. Second, motivation that can be seen by arising somebody's feeling and efforts. It is determined by human behavior. Third, motivation is a respond to an action. The purpose of motivation is really coming up someone's feeling. The "needs" of motivation in some ways belong to all three schools of thought,

A good teacher has to create the comfortable and effective situation. According to Smith, a good teacher is able to raise pulpil' self-esteem, develop a positive work ethos without resorting to apunitive regime, praises rather than

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[20]Drs, kalayoHasibuan, Med-TESOL and Muhammad FauzanAnsyari, S.Pd I, "Teaching *English as Foreign Language (TEFL)".* (Alaf Riau UNRI Press,2007) p114

citizen and use pulpils' enthusiasms and interest in creative positive way. The teacher should know to manage the class and teach the students to manage themseves. This means to expose the students to behave properly. According to, Albert and Treatment, Classroom management is, it can be defined as the teachers ability to cooperatively manage time, space, resource and students roles and students behaviors to provide a climate that encourages learning. In other words, teacher as motivating the students by gentler and warmer personal support, and another category isthose teacher who motivate students by making the task, lesson interesting,and thus eventually, the subject of study as a whole, interest is aroused not just by carefulplanning of stimulating topics and task, but also by teacher's own enthusiasm and eagerness. In addition, teachers activities are designed to prevent minimize, and deal with problem also influence student's motivation. According to Doyle and Stipek, student's motivation to learn is optimal in well managed classes. In other words, Teachers who are excited about their subject or who simply love teaching seem to communicate their own motivation their students.[21]Based on the explanation above, teacher should have methode and techniques to manage and make the students interest in the class. A good teacher has to create the comfortable and effective situation.

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[21]*Loc. Cit,.*Ur, Penny. p284

4. Characteristics of Motivated learners

The authors of classic study of successful language learning (Naiman et al.) came to conclusion that the most successful learners are not necessarily those whom a language comes very easily; they are those who display certain typical characteristics, most of them clearly associated motivation. Some of these are:

1. Positive task orientation. The learner is willing to tackle task and challenges, and has confidence in his or her success.

2. Ego-involvement. The learner fined it important to succeed in learning in order to maintain and promote his or her own (positive) self image.

3. Need for achievement. The learner has a need to achieve, to overcome difficulties and succeed in what he or she sets out to do.

4. High aspiration. The learner is ambitious, goes for demanding challenges, high proficiency, top grades

5. Goal orientation. The learner is very aware of the goals of learning or of specific learning activities, and directs his or her effort toward achieving them.

6. Perseverance, the learner consistently invests a high level of effort in learning, and is not discouraged by setback or apparent lack of progress

7. Tolerance of ambiguity. The learner is not disturbed or frustrated by situation involving a temporary lack of understanding or confusion; he or she can live with these patiently, in the confidence that understanding will come later.[22]

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[22]*Loc.cit,* Ur, penny p275

B. The Relevant Research

In teaching and learning process, reward can be as a tool of education. Because it can grow up students' motivation in learning. Many researchers found that reward could motivate the students to learn.The similar research also was conducted by Yusnawati, the research is "the Contribution of Reward toward Students' Motivation in Speaking at the Second year of MTsN Al-IstiqomahAlahairSelatpanjangBengkalis. She found that reward could increase students'motivation in speaking. The second,from Hendrayani, the research is "Teacher's Effort to Increase Students Motivation in Learning English of MTsN Kampar". She found that the students need motivation in learning English.

C. The Operational Concept

Operational concept is the concept used to give an explanation about theoretical framework to avoid misunderstanding toward the research. The explanation is to describe the concept used by the writer.

In this research, there are two variables, they are: given reward as independent variable, symbolized by X, and students motivation in reading descriptive text as dependent variable, symbolized by Y, the data were collected by using observation and questioners.

Independent Variable X: Reward

1. The teacher gives prise to the students if they can answer the question

2. The teacher gives sticker as an reward to the students when they can read the descriptive text corectly.

3. The teacher gives score to the students if they success to do a task from teacher.

4. The teacher gives a new task to the students when they can review the descriptive textwell.

Dependent Variable (Y) the Students' Motivation in Reading Descriptive

1. The students always suggest their ideas in discussing.

2. The students give more attention from teacher's explanation during the teaching and learning process.

3. The students ask the teacher when they do not understand yet the material.

4. The students answer and do exercises from the teacher.

5. The students write explanation from the teacher.

6. The students follow the subject from the beginning until the end of the subject.

7. The students do the task from their teacher

8. The students have never been absent entering English subject in the class

9. The students alwaysprepare before English subject class.

In this research, the writer is as the teacher who taught the students with different technique. So, the writer needed two groups for experimental and

control group. However, the teacher gave the same material. The steps of teaching for each group are as follows:

1. Experiment Group

a. The teacher introduces the topic ad explains about the material

b. The teacher ask them to express their idea about the topic and then the teacher give a prise for the students who success to it maximally.

c. The teacher asks the students to read the descriptive text. Teacher gives a sticker to the students when they can do it well.

d. The teacher asks the students to read about the descriptive text and then answer the question, the teacher gives score if the answer of the students is correct.

e. The teacher asks the students to do a task and then teacher gives a sticker if the students can do it well.

f. The teacher asks the students to review descriptive the text and then teacher gives a sticker if the students is correct

g. The teacher evaluates the students' motivation, and then who is active, the students will give new task and free time.

2. Control Group

a. The teacher introduces the topic and explains about the material.

b. The teacher asks the students to express their idea about the topic.

c. The teacher asks the students to make the descriptive text

d. The teacher asks the students to read the text in front of the class.

e. The teacher evaluates the students' motivation.

D. The Assumption and the Hypothesis

1. The Assumptions

   General assumptions for this research can be exposed as in the following:

   a. Sticker as a reward can motivate the students to be active in reading

   b. Student's motivations are variety.

2. The Hypothesis

   To answer this problem, the writer makes some hypothesis as follows:

Ho : There is no significant effect of giving sticker as rewardtoward students'
     motivation in reading descriptive text at the first year of MTsNKampar

Ha : There is significant effect of giving sticker reward toward students'
     motivation in reading descriptive text at the first year of MTsN Kampar

CHAPTER III

THE RESEARCH METHODOLOGY

A. The Research Design

This study is quasi-experimental research. The type used is pretest-postest nonequivalent group design.[1] Meanwhile, control group is only given a pre-test and postest without particular treatment as given to the experimental group,which is intended to find out the effect of giving sticker as reward toward students' motivation in reading descriptive text. This research used two groups as samples. The first group functioned as experimental group (X), treated to given reward, and the second is the control group (Y), treated without given reward.

Table 3.1.Research Design

Class	Pre-test	Treatment	Post-test
Experimental group	O_1	X	O_2
Control group	O_1	-	O_2

Where:

O_1 : Pre-test for experimental group and control group

X   : Receiving particular treatment

O_2 : Post-test for experimental group and control group

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[1] Louis Cohen,et.al., Research methods in Education, sixh edition, (new York: Routledge, 2007), p.275

B. The Time and Place of the Research

The research was conducted at the firts year students of MTsN Kampar. The school is located at Jln. Pekanbaru-Bangkinang in Kamapar District Kampar Regency. The time of the research from July- August 2011.

C. The Subject and Object of the Research

This subject of this research is the first year students of MTsN Kampar and the object of the research is the effect of reward toward student's motivation in reading descriptive text.

D. The Population and Sample of the Research

The population of the research is the first year students of MTsN Kampar. That consist of five classes, the writer take all classes as population. The numbers of the first year students of MTsN Kampar 204 are students. The writer took two classes as samples of this research, for the first group at VII.A (experimental) consisting of 36 students and VII.B (control) consist of 35 students.

TABEL 3.2The total of the population and the sample of the research

Class Name	Sample
Experimental	36 students
Control	35 students
Total	76 students
Population	204 students

E. The Technique of Collective Data

To collect the data in this research, the writer used some techniques as follows:

1. Classroom Observation

The class observation was be used to identify the most effective reward among others given to the students. The writer came to the class to do observation and used a list of the indicators in the classroom during teaching learning reading.

2. Questionnaires

Questionnaires are some questions that are related to the research. This technique was used to collect data or to get more information about students' motivation in teaching reading process. The questionnaires were given to students in order to get the data from students' motivation by given sticker as reward. The criteria of the questionnaires are bellow:

Table 3.3

THE SPECIFICATION OF THE QUESTIONNAIRES

NO	OPTION ANSWERS	CATEGORY
1.	VERY AGREE	5
2.	AGREE	4
3.	HESITATE	3
4.	DISAGREE	2
5.	VERY DISAGREE	1

F. The Tehnique of Data Analysis

To analyze the data, the researcher used the score of post-test of the experimental and control group. This score were analyzed by using statistical analysis. The different mean was analyzed by using T-test formula as follows:

$$t_{o} = \frac{Mx - My}{\sqrt{\left[\frac{SD_x}{\sqrt{N-1}}\right]^2 + \left[\frac{SD_Y}{\sqrt{N-1}}\right]^2}}$$

Where:

t : the value of t-obtained

Mx : mean score of experimental

My : mean score of control group

SDx : the standard deviation of experimental group

Sdy : standard deviation of control group

N: number of students

The technique applied to analyze every item in the observation is as follows:

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

Where;

P: percentage

F: frequency of score

N: total score

Further more, according to Nasrun in Ernawati to interpret the level of students 'motivation in reading, the score were evaluated based on the following categories:

Score	Categories
81-100	Very good
61-80	Good
41-60	Fair
21-40	Bad
0-20	Very bad

The result of the mean score of each group was found by using the following formula:

$$M = \frac{\sum X}{N}$$ for experimental group

$$M = \frac{\sum Y}{N}$$ for control group

While the formula of standard deviation as follows:

$$SDx = \sqrt{\frac{\sum X^2}{N}}$$ for experimental group

$$SDy = \sqrt{\frac{\sum Y^2}{N}}$$ for control group

The next step was done after analyzing the data by using T-test, it is also necessary to obtain the degree of freedom to determine whether the t-score is significant or not. The obtained value is consulted with value of t-table by using degree of freedom. The formula of degree used is as follows:

Df = (N1+N2)-2

df: the degree of freedom

N1: the number of students in experiment class

N2: the number of students in control class

After getting the degree of freedom it can be concluded in term of statistical hypothesis:

Ho= to< table

Ha= to >table

Criteria of hypothesis:

1. Ho is accepted if to< t-table or it can be said that there is no significant effect of given reward toward students 'motivation in reading descriptive text
2. Ha is accepted if to< t-table or there is any significant effect of given reward toward students' motivation in reading descriptive text.

CHAPTER IV

THE DATA PRESENTATION AND ANALYSIS

A. **The Data Presentation**

1. **The Description of The Data**

The aim of the research is to obtain the effect of giving sticker as reward toward student's motivation in reading descriptive text at the first year of MTsN Kampar. The data of this research were the scores of the students post-test. Before giving post-test the writer gave pre-test to all the population to determine two classes as the sample. It was found that class VII 1 and VII2 became the sample. The writer presents the data that had been gathered in research. Based on the experimental research design, there are some steps that are used by the write to know the effect of giving sticker as reward toward students' motivation in reading descriptive text. Collecting data, accounting the data and analyzing data are the processes in this research

The total data of post questioners for both groups is significant different. The total score of experiment group is 2573 while the highest score is 87 and 51 is the lowest one. On the contrary the total score of the control group is 2375 and the highest score is 84 and the lowest is 57.

2. **The Data Presentation**

a. **Data from classroom Observation**

In order to present the data about reward that is used by the teacher in teaching reading. It can be described in the table regarding the frequency

distribution of each observation. The writer did four observations to experimental

group about using reward in reading descriptive text in class. To make clearer the

data, it can be seen in the table below.

TABLE 4.1

THE OBSERVATION RECAPITULATION OF THE USE

REWARD IN THE CLASSROOM

No	SUBJECT INDICATOR	Yes		No	
		F	P	F	P
1.	The teacher give prise to the students if they can answer the question	6	18.7 %	2	6.2 %
2.	The teacher give sticker as reward to the students when they can read the descriptive text corectly	6	18.7 %	2	6.2%
3.	The teacher give score to the students if they can success to do a task from teacher	6	18.7 %	2	6.2%
4.	The teacher give a new task to the students when they can review the descriptive text well	3	9.4 %	5	15.6 %
	Total	21	65.6%	11	34.4%

The table above shows that the results of observation of the use reward in the classroom indicate the number of the answer "YES" 21 and for answer "NO" 11. The following is the percentage of the result of the observation "YES" =21:32 x 100% = 65.6% and "NO" = 11:32 x 100% =34.4%

$$P = \frac{F}{N} \text{ x } 100\% \qquad\qquad P = \frac{F}{N} \text{ x } 100\%$$

$$P = \frac{21}{32} \text{ x } 100\% \qquad\qquad P = \frac{11}{32} \text{ x } 100\%$$

$$P = 65.6\% \qquad\qquad P = 34.4\ \%$$

The table of indicators that there are some highest aspects are implemented by the teacher. They are as follow the teacher give a sticker as reward **if**:

1. The students can answer the question

2. The students can read the descriptive text correctly

3. The students can succeed to do a task from the teacher

4. The students can tell the descriptive text well

b. Data from Questionnaires

The data were obtained by giving post-test to the experimental group and control group. The data from the students' motivation in reading descriptive text got from questionnaires. The first step is collecting the data about the student s' motivation by giving pre-test to the students. The form of pre-test is questionnaires form that consists of twenty items of both control class and

experimental class. The following table shows the data of the students' motivation

before analyze them by using the formula of T-test.

The Data of Students' Motivation in Learning English

TABLE 4.2

1. THE STUDENTS ALWAYS SUGGEST THEIR IDEA WHEN
DISCUSSING

NO	Alternative	Experimental class				Control class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
A	Very agree	2	5.5 %	11	30.5%	8	22.8%	4	11.4%
B	Agree	6	16.6%	5	13.9%	4	11.4%	15	42.8%
C	Hesitate	18	50%	16	44.4%	7	20%	16	45.7%
D	Disagree	7	19.4%	4	11.1%	11	31.4%	0	0%
E	Very disagree	3	8.3%	-	0%	5	14.2%	0	0%
	TOTAL	36	100%	36	100%	35	100%	35	100%

TABLE 4.3

2. THE STUDENTS GIVE MORE ATTENTION FROM TEACHER'S
EXPLAINATION WHEN STUDYING

NO	Alternative	Experimental class				Control class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
A	Very agree	3	8.3	7	19.4	2	5.7	5	14.2
B	Agree	21	58.3	14	38.8	13	37.1	16	45.7
C	Hesitate	8	22.2	13	36.1	14	40	13	37.1
D	Disagree	4	11.1	1	2.7	6	17.1	1	2.8
E	Very disagree	0	0	1	2.7	0	0	0	0
	TOTAL	36	100	36	100	35	100	35	100

TABLE 4.4

3. THE STUDENTS ASK THE TEACHER WHEN THEY DO NOT UNDERSTAND YET THE MATERIAL

NO	Alternative	Experimental class				Control class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
A	Very agree	9	25	5	13.8	3	5.8	3	8.5
B	Agree	6	16.6	21	58.3	14	38.8	17	48.6
C	Hesitate	14	38.8	4	11.1	11	31.4	10	28.6
D	Disagree	6	16.6	4	11.1	3	8.6	5	14.3
E	Very disagree	1	2.7	1	2.7	4	11.4	0	0
	TOTAL	36	100	36	100	35	100	35	100

TABLE 4.5

4. THE STUDENTS ANSWER THE QUESTION FROM THE ENGLISH TEACHER

NO	Alternative	Experimental class				Control class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
A	Very agree	8	22.2%	12	33.3%	9	25.7%	3	8.5%
B	Agree	12	33.3	15	41.6	9	25.7	15	42.8
C	Hesitate	12	33.3	8	22.2	11	31.4	13	37.1
D	Disagree	3	8.3	1	2.7	4	11.4	4	11.4
E	Very disagree	1	2.7	1	2.7	2	5.7	0	0
	TOTAL	36	100	36	100	35	100	35	100

TABLE 4.6

5. THE STUDENTS DO THE EXERCISES FROM THE ENGLISH TEACHER

NO	Alternative	Experimental class				Control class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
A	Very agree	3	8.3	6	16.7	6	17.1	7	20
B	Agree	12	33.3	12	33.3	12	34.3	11	31.4
C	Hesitate	15	41.7	14	38.8	11	31.4	16	45.7
D	Disagree	4	11.1	4	11.1	5	14.2	1	2.8
E	Very disagree	2	5.5	0	0	1	2.8	0	0
	TOTAL	36	100	36	100	35	100	35	100

TABLE 4.7

6. THE STUDENTS WRITE EXPLANATION FROM THE TEACHER

NO	Alternative	Experimental class				Control class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
A	Very agree	2	5.5	5	13.9	4	11.4	2	5.7
B	Agree	19	52.8	14	38.9	13	37.1	15	42.8
C	Hesitate	12	33.3	10	27.8	9	25.7	15	42.8
D	Disagree	1	2.7	6	16.7	6	17.1	3	8.5
E	Very disagree	2	5.5	1	2.7	3	8.6	0	0
	TOTAL	36	100	36	100	35	100	35	100

TABLE 4.8

7. THE STUDENTS FOLLOW THE SUBJECT FROM THE BEGINNING UNTIL THE END OF THE SUBJECT

NO	Alternative	Experimental class				Control class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
A	Very agree	5	13.9	3	8.3	6	17.1	3	8.5
B	Agree	14	38.9	18	50	8	22.8	13	37.1
C	Hesitate	12	33.3	10	27.8	12	34.3	16	45.7
D	Disagree	3	8.3	4	11.1	5	14.3	3	8.6
E	Very disagree	2	5.5	1	2.7	3	8.5	0	0
		36	100	36	100	35	100	35	100

TABLE 4.9

8. THE STUDENTS DO THE TASK FROM THEIR TEACHER ON TIME

NO	Alternative	Experimental class				Control class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
A	Very agree	6	16.7	3	8.3	2	5.7	5	14.3
B	Agree	13	36.1	15	41.7	14	40	8	22.8
C	Hesitate	11	30.5	13	36.1	10	28.6	16	45.7
D	Disagree	6	16.7	4	11.1	6	17.1	6	17.1
E	Very disagree	0	0	1	2.7	3	8.6	0	0
	TOTAL	36	100	36	100	35	100	35	100

TABLE 4.10

9. THE STUDENTS HAVE NEVER BEEN ABSENT ENTERING
ENGLISH SUBJECT IN THE CLASS

NO	Alternative	Experimental class				Control class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
A	Very agree	2	5.5	6	16.6	7	20	2	5.7
B	Agree	15	41.7	17	47.2	11	31.4	14	14.7
C	Hesitate	13	36.1	9	25	10	28.6	16	45.7
D	Disagree	4	11.1	3	8.3	6	17.1	2	5.7
E	Very disagree	2	5.5	1	2.7	1	2.8	1	2.8
	TOTAL	36	100	36	100	35	100	35	100

TABLE 4.11

10. THE STUDENTS ALWAYS HAVE PREPERATION BEFORE
ENGLISH SUBJECT CLASS

NO	Alternative	Experimental class				Control class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
A	Very agree	5	13.9	5	13.9	3	8.6	2	5.7
B	Agree	4	11.1	12	33.3	16	45.7	15	42.8
C	Hesitate	18	50	17	47.2	11	31.4	16	45.7
D	Disagree	7	19.4	2	5.5	5	14.3	2	5.7
E	Very disagree	2	5.5	0	0	0	0	0	0
	TOTAL	36	100	36	100	35	100	35	100

TABLE 4.12
11. THE STUDENTS DO NOT FEEL SLEEPY DURING TEACHING
LEARNING PROCESS

NO	Alternative	Experimental class				Control class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
A	Very agree	6	16.7	9	52	4	11.4	2	5.7
B	Agree	17	47.2	12	33.3	11	31.4	17	48.6
C	Hesitate	9	25	8	22.2	11	31.4	12	34.3
D	Disagree	3	8.3	6	16.7	8	22.8	4	11.4
E	Very disagree	1	2.7	1	2.7	1	2.8	0	0
	TOTAL	36	100	36	100	35	100	35	100

TABLE 4.13

12. THE STUDENTS ALWAYS STUDY TO GET GOOD SCORE
FROM THE TEACHER

NO	Alternative	Experimental class				Control class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
A	Very agree	7	19.4	8	22.2	4	11.4	3	8.5
B	Agree	10	27.8	17	47.2	7	20	10	28.6
C	Hesitate	11	30.5	8	22.2	11	31.4	19	54.3
D	Disagree	7	19.4	2	5.5	10	28.6	3	8.5
E	Very disagree	1	2.7	1	2.7	4	11.42	0	0
	TOTAL	36	100	36	100	35	100	35	100

TABLE 4.14
13. THE STUDENTS ALWAYS REVIEW ENGLISH SUBJECT AT
HOME

NO	Alternative	Experimental class				Control class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
A	Very agree	6	16.7	10	27.8	3	8.6	4	11.4
B	Agree	6	16.7	11	30.5	6	17.1	10	28.6
C	Hesitate	14	38.9	11	30.5	12	34.3	17	48.6
D	Disagree	10	27.8	2	5.5	10	28.6	2	5.7
E	Very disagree	0	0	1	2.7	4	11.4	0	0
	TOTAL	36	100	36	100	35	100	35	100

TABLE 4.15
14. THE STUDENTS ALWAYS DO HOMEWORK THAT HAS BEEN
GIVEN FROM THE TEACHER

NO	Alternative	Experimental class				Control class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
A	Very agree	7	19.4	4	11.1	5	14.3	0	0
B	Agree	9	25	12	33.3	5	14.3	18	51.4
C	Hesitate	13	36.1	17	47.2	12	34.3	15	42.8
D	Disagree	5	13.9	3	8.3	11	31.4	2	5.7
E	Very disagree	2	5.5	0	0	2	5.7	0	0
	TOTAL	36	100	36	100	35	100	35	100

TABLE 4.16
15. THE STUDENTS ALWAYS COME TO ENGLISH CLASS ON TIME

NO	Alternative	Experimental class				Control class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
A	Very agree	4	11.1	6	16.7	4	11.4	2	5.7
B	Agree	14	38.9	13	36.1	9	25.7	8	22.9
C	Hesitate	9	25	11	30.5	14	40	17	48.6
D	Disagree	8	22.2	5	13.9	6	17.1	7	20
E	Very disagree	1	2.7	1	2.7	2	5.7	1	2.8
	TOTAL	36	100	36	100	35	100	35	100

TABLE 4.17
16. THE STUDENTS ALWAYS READ THE ENGLISH BOOK AT HOME

NO	Alternative	Experimental class				Control class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
A	Very agree	2	5.5	8	22.2	1	2.8	4	11.4
B	Agree	10	27.8	11	30.5	9	25.7	7	20
C	Hesitate	17	28.3	13	36.1	14	40	16	45.7
D	Disagree	6	16.7	4	11.1	6	17.1	12	34.3
E	Very disagree	1	2.7	0	0	2	5.7	5	14.3
	TOTAL	36	100	36	100	35	100	35	100

TABLE 4.18
17. THE STUDENTS DO EXERCISE BY THEMSELVES AND DO NOT CHEAT TO THEIR FREINDS

NO	Alternative	Experimental class				Control class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
A	Very agree	4	111.	0	0	2	5.7	4	11.4
B	Agree	13	36.1	17	47.2	8	22.8	9	25.7
C	Hesitate	14	38.8	16	44.4	14	40	18	51.4
D	Disagree	2	5.5	2	5.5	6	17.1	4	11.4
E	Very disagree	3	8.3	1	2.7	5	14.3	0	0
	TOTAL	36	100	36	100	35	100	35	100

TABLE 4.19
18. THE STUDENTS LIKE TO GO TO LIBRARY TO READ THE
ENGLISH BOOK

NO	Alternative	Experimental class				Control class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
A	Very agree	5	13.9	5	13.9	2	5.7	2	5.7
B	Agree	14	38.9	8	22.2	10	28.6	16	45.7
C	Hesitate	8	22.2	17	47.2	10	28.6	12	34.3
D	Disagree	9	25	2	5.5	12	34.3	5	14.3
E	Very disagree	0	0	1	2.7	1	2.8	0	0
	TOTAL	36	100	36	100	35	100	35	100

TABLE 4.20
19. THE STUDENTS ARE ANGRY IF THEIR FRIENDS DISTRUB
THEM WHEN THE TEACHER EXPLAINS THE LESSON

NO	Alternative	Experimental class				Control class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
A	Very agree	1	2.7	2	5.5	2	5.7	4	11.4
B	Agree	11	30.5	11	30.5	7	20	6	17.1
C	Hesitate	18	50	20	55.6	14	40	22	62.9
D	Disagree	6	16.7	3	8.3	11	31.4	3	8.6
E	Very disagree	0	0	0	0	1	2.8	0	0
	TOTAL	36	100	36	100	35	100	35	100

TABLE 4.21
20. THE STUDENTS ARE PROUD IF THEY CAN ANSWER THE
QUESTIONS GIVEN BY TEACHER

NO	Alternative	Experimental class				Control class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
A	Very agree	3	8.3	8	22.2	8	22.8	1	2.8
B	Agree	11	30.5	12	33.3	11	31.4	15	42.9
C	Hesitate	21	58.3	11	30.5	4	11.4	11	31.4
D	Disagree	1	2.7	5	13.8	9	25.7	5	14.3
E	Very disagree	0	0	0	0	3	8.6	0	0
	TOTAL	36	100	36	100	35	100	35	100

B. The Data Analysis

1. Data from classroom observation

In order to find out the data category of using reward in the classroom can be seen below:

76-100%	Very good
56-75%	Enough
40-55%	Less
Less than 40	Bad

To get the percentage, the following formula is used to:

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

Where:

P: precentage

F: Frequency

N: The total of the score

To know the use of reward in the classroom can be seen in the table below:

TABLE 4.3

Observation Percentages Recapitulation of Reward

No	Result of Observation	F	P
1.	YES	21	65.6%
2.	NO	11	34.4%
Total		32	100%

Based on recapitulation above, the researcher can econclude that the use of rewards in teaching reading descriptive text can be categorized "enough" with the percentage 65.6%. Based on the statement, it shows that the teacher in the teaching reading descriptive text has applied the use of rewards. To strengthen these data, the researcher used the questionnaires to find out the effect of reward toward students 'motivation in reading descriptive text.

2. Data from Questionnaires

Based on the research methodology the writer analyzed the data by using statistical analysis. In the following table, the writer shows the scores and classification of student's motivation of control group and experimental group.

TABLE 4.23

THE SUMMARY OF PRE- QUESTIONNAIRES OF EXPERIMENTAL CLASS

Item	Very agree		Agree		Hesitate		Disagree		Very Disagree	
	F	P	F	P	F	P	F	P	F	P
1	2	5.5 %	6	16.7 %	18	50 %	7	19.4 %	2	5.5 %
2	3	8.3 %	21	58.3 %	8	22.2%	4	11.1 %	0	0 %
3	9	25 %	6	16.7 %	14	38.9 %	6	16.7 %	1	2.7%
4	8	22.%	12	33.3 %	12	33.3 %	3	8.3 %	1	2.7 %
5	3	8.3 %	12	33.3 %	15	41.7 %	4	11.1 %	2	5.5 %
6	2	5.5 %	19	52.8 %	12	33.3 %	1	2.7 %	2	5.5 %
7	5	13.8 %	14	38.9 %	12	33.3 %	3	8.3 %	2	5.5 %
8	6	16.7 %	13	36.1 %	11	30.5 %	6	16.7 %	0	0 %
9	2	5.5 %	15	41.7 %	13	36.1 %	4	11.1%	2	5.5 %
10	5	13.8 %	4	11.1 %	18	50 %	7	19.4 %	2	5.5%
11	6	16.7 %	17	47.2 %	9	25 %	3	8.3 %	1	2.7%
12	7	19.4 %	10	27.8 %	11	30.5 %	7	19.7 %	1	2.7 %
13	6	16.7 %	6	16.7 %	14	38.9 %	10	27.8 %	0	0 %
14	7	19.4 %	9	25 %	13	36.1 %	5	13.8 %	2	5.5 %
15	4	11.1 %	14	38.9 %	9	25 %	8	22.2 %	1	2.7 %
16	2	5.5 %	10	27.8 %	17	47.2 %	6	16.7 %	1	2.7 %
17	4	11.1 %	13	36.1 %	14	38.9 %	2	5.5%	3	8.3 %
18	5	13.8 %	14	38.9 %	8	22.2%	9	25 %	0	0 %
19	1	2.7 %	11	30.5 %	18	50 %	6	16.7 %	0	0 %
20	3	8.3 %	11	30.5 %	21	58.3 %	1	2.7 %	0	0 %
Total	90		237		267		102		23	

From the table above, the obtained data then were computed by the following calculation to obtain the score as well as its persentage:

90 + 237 + 267 + 102 + 23 = 719

90 x 5 = 450

237 x 4 = 948

267 x 3 = 801

102 x 2 = 204

23 x 1 = 23

       =2431

$$P = \frac{2426}{719 \, x \, 5} \text{ x } 100\%$$

$$P = \frac{2426}{3595} \text{ x } 100\%$$

P = 67.5 %

From the calculation above, it can be said that the students' motivation in experimental class before the treatment is 67.5 %

TABLE

THE SUMMARY OF POST-QUESTIONNAIRES OF EXPERIMENTAL
CLASS

Item	Very agree		Agree		Hesitate		Disagree		Very Disagree	
	F	P	F	P	F	P	F	P	F	P
1	11	30.6 %	5	13.9 %	16	44.4 %	4	11.1 %	0	0 %
2	7	19.4 %	14	38.9 %	13	36.1 %	1	2.7 %	1	2.7 %
3	5	13.9 %	21	58.3 %	4	11.1 %	4	11.1 %	2	5.6 %
4	12	33.3 %	15	41.7 %	8	22.2 %	1	2.7 %	1	2.7 %
5	6	16.7 %	12	33.3 %	14	38.9 %	4	11.1 %	0	0 %
6	5	13.9 %	14	38.9 %	10	27.8 %	6	16.7 %	1	2.7 %
7	3	8.3 %	18	50 %	10	27.8 %	4	11.1 %	1	2.7 %
8	3	8.3 %	15	41.7%	13	36.1 %	4	11.1 %	1	2.7%
9	6	16.7 %	17	47.2%	9	25 %	3	8.3 %	1	2.7%
10	5	13.9 %	12	33.3 %	17	47.2 %	2	5.6 %	0	0 %
11	9	25 %	12	33.3 %	8	22.2 %	6	16.7 %	1	2.7 %
12	8	22.2 %	17	47.7 %	8	22.2 %	2	8.2 %	1	2.7 %
13	10	27.8 %	11	30.6 %	11	30.6 %	2	8.2 %	1	2.7 %
14	4	11.1 %	14	38.9 %	17	47.2 %	3	8.3 %	0	0 %
15	6	16.7 %	13	36.1 %	11	30.6 %	5	13.9 %	1	2.7 %
16	8	22.2 %	11	30.6 %	13	36.1 %	4	11.1 %	0	0 %
17	0	0 %	17	47.2 %	16	44.4 %	2	5.6 %	1	2.7 %
18	5	13.9 %	8	22.2 %	17	47.2 %	2	5.6 %	1	2.7 %
19	2	5.6 %	11	30.6 %	20	55.6 %	3	8.3 %	0	0 %
20	8	22.2 %	12	33.3 %	11	30.6 %	5	13.9 %	0	0 %
Total	123		269		246		67		14	

123 + 269 + 246 + 67 +14 = 719

123 x 5 = 615

269 x 4 = 1076

246 x 3 = 738

67 x 2 = 122

14 x 1 =14

= 2671

$$P = \frac{2565}{719 \, x \, 5} \times 100\%$$

$$P = \frac{2565}{3595} \times 100\%$$

$$P = 74.1 \%$$

From the calculation above, it can be said that the students' motivation in experimental class after the treatment is 74.1 %

TABLE 4.25

THE SUMMARY OF PRE-QUESTIONNAIRES OF CONTROL CLASS

Item	Very agree		Agree		Hesitate		Disagree		Very Disagree	
	F	P	F	P	F	P	F	P	F	P
1	8	22.8 %	4	11.4 %	7	20 %	11	31.4 %	5	14.3 %
2	2	5.6 %	13	37.1 %	14	40 %	6	17.1 %	0	0 %
3	3	8.6 %	14	40 %	11	31.4 %	3	8.6 %	4	11.4 %
4	9	25.7 %	9	25.7 %	11	31.4 %	4	11.4 %	2	5.6 %
5	6	17.1 %	12	34.3 %	11	31.4 %	5	14.3 %	1	2.8 %
6	4	11.4 %	13	37.1 %	9	25.7 %	6	17.1 %	3	8.6 %
7	6	17.1 %	8	22.8 %	12	34.3 %	5	14.3 %	3	8.6 %
8	2	5.6 %	14	40 %	10	28.6 %	6	11.4%	3	8.6 %
9	7	20 %	11	31.4 %	10	28.6 %	6	11.4 %	1	2.8 %
10	3	8.6 %	16	45.7 %	11	31.4 %	5	14.3 %	0	0 %
11	4	11.4 %	11	31.4 %	11	31.4 %	8	22.8 %	1	2.8 %
12	4	11.4 %	7	20 %	11	31.4 %	10	28.6 %	4	11.4 %
13	3	8.6 %	6	17.1%	12	34.3 %	10	28.6 %	4	11.4 %
14	5	14.3 %	5	14.3 %	12	34.3 %	11	31.4 %	2	5.6 %
15	4	11.4 %	9	25.7 %	14	40 %	6	11.4 %	2	5.6 %
16	1	2.8 %	9	25.7 %	14	40 %	8	22.8 %	2	5.6 %
17	2	5.8 %	8	22.8 %	14	40%	6	11.4 %	5	14.3 %
18	2	5.8 %	10	28.6 %	10	28.6 %	12	34.3 %	1	2.8 %
19	2	5.8 %	7	20 %	14	40 %	11	31.4 %	1	2.8 %
20	8	22.8 %	11	31.4 %	4	11.4 %	9	25.7 %	3	8.6 %
Total	85		197		222		148		47	

85 + 197 +222 + 148 + 47 = 699

85 x 5 = 425

197 x 4 = 788

222 x 3 = 666

148 x 3 = 444

47 x 1 = 47

$\qquad$ = 2313

P $=\dfrac{2370}{699\ x\ 5}$ x 100%

P $=\dfrac{2370}{3495}$ x 100%

P = 66.1 %

From the calculation above, it can be said that the students'motivation in control class before the treatment is 66.1%

TABLE 4.26

THE SUMMARY OF POST-QUESTIONNAIRES OF CONTROL CLASS

Item	Very agree		Agree		Hesitate		Disagree		Very Disagree	
	F	P	F	P	F	P	F	P	F	P
1	4	11.4	15	42.3	16	45.7	0	0	0	0
2	5	14.3	16	45.7	13	37.1	1	2.8	0	0
3	3	8.6	17	48.6	10	28.6	5	14.3	0	0
4	3	8.6	15	42.3	13	37.1	4	11.4	0	0
5	7	20	11	31.4	16	45.7	1	2.8	0	0
6	2	5.7	15	42.3	15	42.3	3	8.6	0	0
7	3	8.6	13	37.1	16	45.7	3	8.6	0	0
8	5	14.3	8	22.9	16	45.7	6	17.1	0	0
9	2	5.7	14	40	16	45.7	2	5.7	1	2.8
10	2	5.7	15	42.3	16	45.7	2	5.7	0	0
11	2	5.7	17	48.6	12	34.3	4	11.4	0	0
12	3	8.6	10	28.6	19	54.3	3	8.6	0	0
13	4	11.4	10	28.6	17	48.6	2	5.7	0	0
14	-	0	18	51.4	15	42.3	2	5.7	0	0
15	2	5.7	8	22.9	17	48.6	7	20	1	2.8
16	4	11.4	7	20	16	45.7	8	22.9	0	0
17	4	11.4	9	25.7	18	51.4	4	11.4	0	0
18	2	5.7	16	45.7	12	34.3	5	14.3	0	0
19	4	11.4	6	17.1	22	62.9	3	8.6	0	0
20	1	2.8	15	42.3	11	31.4	5	14.3	0	0
Total	62		255		306		70		2	

62 + 255 + 306 + 70 + 2 =695

62 x 5 =310

255 x 4 = 1020

306 x 3 = 910

70 x 2 = 140

2 x1 = 2

= 2444

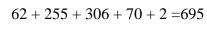$$P = \frac{2240}{695 \; x \; 5} \; x \; 100\%$$

$$P = \frac{2240}{3475} \; x \; 100\%$$

P = 69.8 %

From the calculation above, it can be said that the students' motivation in control class after the treatment is 69.8

TABLE 4.2

THE SCORE OF THE STUDENTS' MOTIVATION IN READING DESCRIPTIVE TEXT AT THE FIRST YEAR OF MTsN KAMPAR

Students	Experimental Group		Students	Control Group	
	Pre-questionnaires	Post-questionnaire		Pre-questionnaires	Post-questionnaire
1	70	87	1	59	61
2	69	76	2	68	69
3	67	81	3	73	75
4	69	81	4	65	57
5	69	74	5	70	73
6	59	76	6	66	65
7	68	75	7	69	70
8	73	61	8	58	68
9	72	77	9	68	71
10	72	51	10	72	63
11	68	75	11	78	75
12	70	79	12	58	65
13	59	81	13	70	72
14	71	78	14	63	74
15	64	79	15	68	70
16	73	66	16	67	73
17	69	78	17	70	72
18	76	61	18	69	84
19	60	67	19	54	68
20	64	74	20	68	66
21	76	63	21	42	50
22	70	59	22	76	73
23	67	74	23	70	74
24	71	78	24	70	62
25	67	76	25	66	70
26	69	78	26	69	67
27	67	83	27	63	68
28	64	81	28	76	63
29	66	78	29	74	75
30	63	69	30	62	65
31	62	75	31	68	62
32	72	79	32	64	70
33	67	78	33	56	71
34	62	75	34	54	65
35	65	78	35	70	75
36	61	70			
Total	2431	2671	total	2313	2401
Mean	67.5	74.1	mean	66.1	68.6

TABLE 4.4 The Range Scores of Each Student of Experimental class

No	Experimental Class				
	Students	Pre-Test	Post- Test	Range	P (%)
1	1	70	87	17	24.2
2	2	69	76	7	10.1
3	3	67	81	14	20.8
4	4	69	81	12	17.3
5	5	69	74	5	7.2
6	6	59	76	17	28.8
7	7	68	75	7	10.2
8	8	73	61	12	16.4
9	9	72	77	5	6.9
10	10	72	51	21	29.1
11	11	68	75	7	10.2
12	12	70	79	9	12.8
13	13	59	81	22	37.2
14	14	71	78	7	9.8
15	15	64	79	15	14.0
16	16	73	66	7	9.5
17	17	69	78	9	11.5
18	18	76	61	15	19.7
19	19	60	67	7	11.6
20	20	64	74	10	15.6
21	21	76	63	13	17.1
22	22	70	59	11	15.7
23	23	67	74	7	10.4
24	24	71	78	7	9.8
25	25	67	76	9	13.4
26	26	69	78	9	13.0
27	27	67	83	16	23.8
28	28	64	81	17	26.5
29	29	66	78	12	18.1
30	30	63	69	6	9.5
31	31	62	75	13	20.9
32	32	72	79	6	8.3
33	33	67	78	11	4.4
34	34	62	75	13	20.9
35	35	65	78	13	10.7
36	36	61	70	9	14.7
Total		2431	2671	397	560.1
Mean		67.5	74.1	11.02	15.5

Based on range the score table above the level of students motivation of experimental class based on the pre-test is 2431 with 33 students in good motivation category and 3 students' categorizee into fair level. The level of students motivation of experimental class based on the post-test is 2671 very different from pre-test most of the students include in fair category with 2 students, 28 students in good category and 6 students in very good category. So, the score total of motivation of post-test is higher than the total score of motivation of pre-test.

TABLE 4.5

The Range Score of Each Student of Control Class

No	Control Class				
	Students	Pre-Test	Post- Test	Range	P (%)
1	1	59	61	2	3.4
2	2	68	69	1	1.5
3	3	73	75	2	2.73
4	4	65	57	8	11.4
5	5	70	73	5	7.1
6	6	66	65	1	1,5
7	7	69	70	1	1.4
8	8	58	68	10	17.2
9	9	68	71	3	4.4
10	10	72	63	9	12.5
11	11	78	75	3	3.8
12	12	58	74	16	27.5
13	13	70	72	2	2.8
14	14	63	74	11	17.5
15	15	68	70	2	2.9
16	16	67	73	6	5.9
17	17	70	72	2	2.8
18	18	69	84	15	21.7
19	19	54	75	21	38.8
20	20	68	66	2	2.9
21	21	42	77	35	83.3
22	22	76	73	3	3.9
23	23	70	74	4	5.7
24	24	70	62	8	11.4
25	25	66	70	4	6.1
26	26	69	67	2	2.8
27	27	63	68	5	7.9
28	28	76	63	13	17.1
29	29	74	75	1	1.3
30	30	62	65	3	4.8
31	31	68	62	6	8.8
32	32	64	70	6	9.3
33	33	56	71	15	26.7
34	34	54	65	11	20.3
35	35	70	75	5	7.1
Total		2313	2444	243	383.1
Mean		66.1	69.8	6.94	10.9

Based on the range score table above, the level of students' motivation of control class based on the pre-test is 2313 with 26 students in good motivation category and 9 students categorized into fair level. The level of students motivation of control class based on the post-test is 2444 very different from pre-test most of the students include in fair category with 1 student and 34 in good category. So, total of motivation of post-test higher than the scores total of motivation of pre-test.

To find out the effect of reward toward students' motivation in reading descriptive text, the writer analyzed the data above by using the following statistical analysis.

$$t_{o=} \frac{Mx-My}{\sqrt{\left[\frac{SD_x}{\sqrt{N-1}}\right]^2 + \left[\frac{SD_Y}{\sqrt{N-1}}\right]^2}}$$

The following is table mean and standard deviation of range score of experimental class and control class:

TABLE 4.6

MEAN AND STANDARD DEVIATION OF RANGE SCORE FOR EXPERIMENTAL AND CONTROL CLASS

No	Score		X	Y	SX^2	Y^2
	X	Y	(x-MX)	(Y-MY)		
1	17	2	5.98	-4.94	35.76	24.40
2	7	1	-4.02	-5.94	16.16	35.28
3	14	2	1.27	-4.94	1.61	24.40
4	12	8	0.98	5.06	0.960	25.60
5	5	5	-6.02	-1.94	36.24	3.76
6	17	1	5.98	-5.94	35.76	35.28
7	7	1	-4.02	-5.94	16.16	35.28
8	12	10	0.98	3.06	0.960	9.36
9	5	3	-6.02	-3.94	36.24	15.52
10	21	9	9.98	2.09	99.98	4.36
11	7	3	-4.02	-3.94	16.16	15.52
12	9	7	-2.02	0.06	4.08	0.0036
13	22	2	10.98	-4.94	120.56	24.40
14	7	11	-4.02	4.06	16.16	16.48
15	15	2	3.98	-4.94	15.84	24.40
16	7	6	-4.02	-0.94	16.16	0.88
17	9	2	-2.02	-4.94	4.08	24.40
18	15	15	3.98	8.06	15.84	64.96
19	7	14	-4.01	7.06	16.16	49.84
20	10	2	-1.02	-4.94	1.04	24.40
21	13	8	1.98	1.06	3.92	1.12
22	11	3	-0.02	-3.94	0.04	15.52
23	7	4	-4.02	-2.94	16.16	8.64
24	7	8	-4.02	1.06	16.16	1.12
25	9	4	-2.02	-2.94	4.08	8.64
26	9	2	-2.02	-4.94	4.08	24.40
27	16	5	4.98	-1.9.4	24.80	3.76
28	17	13	5.98	6.06	35.76	36.72
29	12	1	0.98	-5.94	0.960	35.28
30	6	3	-5.02	-3.94	25.20	15.52
31	13	6	1.98	-0.94	3.92	0.88
32	6	6	-5.02	-0.94	25.20	0.88
33	11	15	-0.02	8.06	0.04	64.96
34	13	11	1.98	4.06	3.92	16.48
35	13	5	1.98	-1.9.4	3,92	3.76
36	9		-2.02		4.08	
Total	397	243			766.35	655.75
Mean	11.02	6.94			21.28	18.73

While the result of the standard deviation of motivation for each class as follow:

$$SD_x = \sqrt{\frac{\sum x^2}{N}} = \sqrt{\frac{766.35}{36}} = \sqrt{21.28} = 4.6$$

$$SD_y = \sqrt{\frac{\sum y^2}{N}} = \sqrt{\frac{655.75}{35}} = \sqrt{18.73} = 4.3$$

From the calculation above, it can be stated that:

$SD_x = 4.6$

$SD_y = 4.3$

$M_x = 11.02$

$M_y = 6.94$

$$t_o = \frac{Mx - My}{\sqrt{\left[\frac{SD_x}{\sqrt{N-1}}\right]^2 + \left[\frac{SD_Y}{\sqrt{N-1}}\right]^2}}$$

$$t_o = \frac{11.02 - 6.94}{\sqrt{\left[\frac{4.6}{\sqrt{36-1}}\right]^2 + \left[\frac{4.3}{\sqrt{35-1}}\right]^2}}$$

$$t_o = \frac{4.08}{\sqrt{\left[\frac{4.6}{\sqrt{35}}\right]^2 + \left[\frac{4.3}{\sqrt{34}}\right]^2}}$$

$$t_o = \frac{4.08}{\sqrt{\left[\frac{4.6}{5.9}\right]^2 + \left[\frac{4.3}{5.8}\right]^2}}$$

$$t_o = \frac{4.08}{\sqrt{[0.82]^2 + [0.74]^2}}$$

$$t_o = \frac{4.08}{\sqrt{0.68 + 0.54}}$$

$$t_o = \frac{4.08}{\sqrt{1.22}}$$

$$t_o = \frac{4.08}{1.10}$$

$$t_o = 3.70$$

Based on the calculation above, it is clear that the obtained t_o is 3.70. To know whether there is significant effect or not between the use of reward toward students 'motivation, it needed to obtain the degree of freedom by following way:

df = (N1+N2)- 2

= (36-35) -2

= 71-2

= 69

After getting the degree of freedom above, it can be said that the degree of freedom is 69. Because the degree of 69 is not available, the writer takes 70 as the nearest score to 69. The t-table at 5% level of significance = 2. 00 and at 1% level of significance = 2.65. So, the writer can concluded that t_o is higher than t-table both in 5% and 1% level of significance. And it can be conclude 2.00< 3.70 >2.65. It means that there is significant effect of reward toward students 'motivation in reading descriptive text at the first year of MTsN Kampar

CHAPTER V
CONCLUSION AND SUGGESTION

A. The Conclusion

Based on the data analysis, the writer concludes that the second hypothesis is accepted because T-table at the 5% level of significance refers to 2.00. While, in the level of significance 1% is 2.65. Therefore, it can be analyzed that t_o is higher than t table in either at 5% or 1% level of significance. It can be read that 2.00< 3.70 >2.65. It means that there is significant effect of reward toward students 'motivation in reading descriptive text at the first year of MTsN Kampar.

Based on the observatreion the researcher can be conclude that the use rewards in teaching reading descriptive text can be categorized " enough"

Related to this study, it can be understood that given reward for student can stimulate students' motivation. So, to get students attention and students stimulate in their learning, the teacher should know how to stimulate and sprout up students' motivation especially in reading that is given sticker as reward.

B. The Suggestion

Considering the result of this study, the writer would like to give some suggestion. They are as follows:

1. **Suggestion for Teachers**

a. Motivating the students to read an English text as one of the English components

b. Correcting the students' task and making them know the result of their work, because it is very useful as a fedd back for them.

c. Giving opprtunities to the students to express their ideas in teaching learning process

d. Giving reward to stimulate students' motivation like a sticker.

e. Giving reward in teaching and learning process must be suitable with the students' result

2. **Suggestion for Students**

a. Studying hard and reviewing the lesson at home and the other place or making the group study

b. Doing the homework or exercise given by teacher

c. Receiving reward as motivation to learn

Finally, the writer considers that this study still needs validation from the next researcher who has the same topic as this study.

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