G. The Definition of The Key Terms

1. Motivation : Gardner (1985), for a learner to be motivated, he needs to have something to look forward to, a purpose related to goal or objective. From the statement above, motivation is a something which pushes someone to reach the goal whether in education or in any other field.

2. Reward : Cotton (1988), Defined the use rewards in the classroom as "instructional reinforcement", which is the provision of verbal, symbolic, tangible, or other rewards for desirable academic or effort at the classroom. From the statement above reward is to motivate the children to exhibit desirable behavior, work ethic and interpersonal skills throughout the school day, both inside and outside the classroom environment.

CHAPTER I

INTRODUCTION

This chapter discusses about the problem that faced by students in SMPN 3 Rambah. It is about background of the problem which tells about English and students' motivation in learning it. Setting of the problem contains about main problem. The limitation of the problem is the focus of the researcher in this research. Formulation of the problem contains a research question. Purpose of the research is to describe about purpose which will be gained through the research' process. Significance for the research describes about contribution related to the research result. This chapter ends with the definition of the key terms.

A. Background of the Problem

Learning English is important because nowadays many Indonesian students have interest to go abroad whether to join events or just for holiday. Teaching English for young learners is different from adult because they have very different needs, interest, abilities and enthusiast in learning language. Young learners have their own way of learning, they like to play and have fun with their friends and everything around them. When they are enjoying themselves, they are not always aware that they are learning language. Harmer (2001) says that unless activities are extremely engaging, they get bored easily, losing interest after ten minutes or so. Young learners also need a motivation as their foundations in learning a language.

Motivation is an important aspect in a learning process, not only in learning a language but also in other subjects. If the teachers or the parents can motivate their students in learning something it can of course initiate their willingness in learning. Giving motivation can make the students realize the benefits and the goal of what they are learning. The motivated students can make learning as their habit and giving motivation can improve their achievement in learning.

Motivation has a close relationship with the goal of learning. Whether the students want to study hard or not are based on their motivation in learning. If they have high motivation in learning they will have a willingness to study hard to get the goal. But if they do not have high motivation of course the students do not have willingness to study and they need more time to reach the goal of their study. So motivation is an important aspect in each student to reach the goal of study.

Motivation is a kind of supporting effort to reach the goal of the study. A student makes some efforts in learning to reach the goal in their study. A good motivation in learning can give a good achievement. In other words, the student's achievement depends on their motivation in learning. The teachers can motivate the students to improve the Learning English. Motivation is important in learning English, students can be change because motivation. According to Broussard and Garrison (2004) defined motivation as the attribute that moves us to do or not to do something. Based on the expert students can be change and doing something new. Motivation is key in language learning (Dörnyei, 1998). It is an important element that a learner needs in order for learning to take place. Students usually

learn what they need or want to learn, but they have a hard time learning something which they are unmotivated for.

One of the problem, most of students has low motivation in Learning English, because some students consider that English is difficult: they easily bored and lazy to learn, they also had difficult in understanding the material given by the teacher. In the case, the teachers can motivate the students by giving the Rewards. For examples, sign of smiling face, star and praise. It can make students to increase motivation in learning English. In the classroom, the teacher asks some questions and the students must answer. The students who can answer the question will get the reward from the teacher. When the teacher gives reward to students who can answer the question, the other students are wants to do it because they can get the reward from the teacher. Some students are shy if their entire friends get a reward and he or she is not, it can increase their motivation in English.

Therefore, after giving rewards to students, the teachers hopes that it can increase the motivation in learning English of the second grade of junior high school. The students are brave to say in English in the classroom and can answer the questions from the teacher not only to get reward but can improve their knowledge about English.

For that reason, students should master on learning English. Students think that learning English is very difficult and boring. Students lack of motivation about the learning English. The teacher must motivate the students in learning English because we know that English is a very important language in the world and English is a globalization language.

Based on the problems above, researcher want to observation the eight grades, because student lack in motivation so, researcher giving rewards to motivation the students. so with giving rewards can improve the students in learning English. This is the reason why research entitled ***"An Analysis Students' Motivation In Learning English After Given Rewards At The Eight Grade Students' Of SMPN 3 Rambah"***.

B. Setting of the Problem

Based on all problems above, some of students at SMPN 3 Rambah still had difficulties in speaking. For example; some of the student's lack of vocabulary and students are not confidence with learning English in the environment school or environment family. Most of students have low motivation in learning English because some students consider that English is difficult to lesson and difficult to practice. Then, environmental factors are less supportive for English, from school environment and family environment. And the teacher did not have the best technique to make students interest in learning English. It can be students lazy and bored in learning English.

Many students think that learning English is very difficult and boring. concluded from students lack of is motivation. Researcher reward to give motivation to students. This problem, make researcher interested to know how to motivate the students by given rewards in learning English skills of the second grade at SMPN 3 Rambah.

C. Limitation of the Problem

Based on the problem stated above, it is very important for researcher to limit the problems. The researcher would like to limit this research only to the analysis of the students' extrinsic motivation in learning English.

D. Formulation of the Problem

From statement above the researcher has limited the problem of this researching second grade. This research is formulated in the following the question: "How is students' motivation in learning English after given rewards at the eight grade students' of SMPN 3 Rambah ?

E. Purpose of the Problem

The purpose of this researcher was find out the students' motivation in learning English after giving rewards at the eight grade students of SMPN 3 Rambah.

F. Significance for the Research

There are some significance of the researcher can be found in this research. First, students hopefully are able to know about their interest in learning English and increase it as soon as possible. Second, this research hopefully can be guidance about what an English teacher should do to increase students' motivation and interest in learning English. Last, this research hopefully can be one of the references for those who want to conduct a research about the students' motivation in learning English at the junior high school.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter discusses about the review of the related theories where the researcher puts the opinion from the expert. It is also describe about review of related findings and conceptual framework that used researcher as literature review. The researcher puts some theories related to the title of this research to support this research.

A. Review Of The Related Theories

1. Definition of Learning

The word "learning" has some definition. Literally, learning has been defined as the ability to memorize or acquire new knowledge (Dehkhoda). In order to qualify as learning rather than just temporary gain, this process must include retention of knowledge or skill so that it can be displayed at the future.

Some of young learners in Indonesia are lazy to learn English because they think that English is a difficult subject. Shoebottom in Long (2013) also explains five factors to increase English foreign learner in learning, those are age, personality, motivation, experience, cognition and native language. This happens because the students are lack of motivation in learning a language. It is proven by the students' condition in learning process. Some of the students in the class are talking and playing around while the teacher explaining the material.

The most comprehensive definition of learning is proposed by Higar and Markowiz (1968) who define it as a relatively durable change in potential

behavior conditioned on the fact that the change occurs based on experience. It should be noted that the word potential refers to learning in the person which may lead to change in behavior. This is because true learning does not occur unless the person is able to apply the things he/she has learned.

Teaching and learning has a very close relationship and one into another cannot be defined apart. Brown (1987: 6) identifies the components of definition of learning as follow:

1. Learning is acquisition or getting

2. Learning is retention of information or skill

3. Retention implies storage systems, memory, and cognitive organization

4. Learning involves active, conscious focus on and acting upon even Outside or inside the organism

5. Learning is relatively permanent, but subject to forgetting

6. Learning involves some forms of practice, perhaps reinforced Practice

7. Learning is part of changes in behavior.

From the definition above, it can be concluded that learning is a process that indicated by people's changes from the interaction between individual and his environment. The process that done by individual for the better result of the society interaction. The process of learning can happen in one day, one week, one month, or even for many years.

2. The Nature Of Motivation

Motivation plays a very important role in enhancing the students' English learning performance. Gardner (1985), for a learner to be motivated, he needs to have something to look forward to, a purpose related to goal or objective. From the statement above, motivation is a something which pushes someone to reach the goal whether in education or in any other field.

In simple terms, motivation deals with the questions of why people choose to do an activity over another, how much energy and effort they will be putting in to do the activity and how long they will continue to do the activity (Dörnyei, 2001, 2012). Motivation is the extent to which you make choice about goals to pursue and the effort you will devote to that pursuit. Motivation is key in language learning (Dörnyei,1998). It is an important element that a learner needs in order for learning to take place. Students usually learn what they need or want to learn, but they have a hard time learning something which they are unmotivated for. The learners usually decide what they would like to learn, but having said that, a teacher can also play a role in influencing the motivation of a student to a certain extent.

There are many different definitions for the term motivation. "Motivation is some kind of internal drive which pushes someone to do things in order to achieve something" (Harmer 2007:98). According to Ellliot and Covington (2001), motivation gives the reasons for people's actions, desires, and needs. Motivation can also be defined as one's direction to behavior or what causes a person to want to repeat a behavior and vice versa. According to Gardner (1985), motivation is the combination of attempt plus desire to obtain the aim of

learning the language plus favorable attitudes toward learning the language. According to Brown (2000:72) "Motivation is the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit".

From the definition above can be conclude that motivation is a kind of inner drive, desire, needs, and interest of someone that encourages someone to do something or to achieve something.

a) A Behaviorist Definition

A behaviorist would define motivation as "the anticipation of reinforcement". Here psychologist like Skinner or Waston would stress the role of rewards (and perhaps punishments) in motivating behavior. In Skinner's operant conditioning model, for example, human beings, like other living organisms, will pursue a goal because they perceive a reward for doing so. This reward serves to reinforce behavior: to cause it to persist.

b) Cognitive Definition

A number of cognitive psychological viewpoints offer quite a different perspective on motivation. While rewards are very much a part of the whole picture, the difference lies in the sources of motivation and in the power of self-reward. Based on the explanation above, the researcher can conclude that motivation is the desire and effort which drive people to do anything act to achieve the goal.

From the statement above motivation is an essential factor in learning because it has an influence toward students' success or failure as language

learners, so the teacher must develop an understanding of the motivation in learning.

3. Types of Motivation

Motivation was separated into two main types that are intrinsic motivation and extrinsic motivation. Gardner (1982:236) distinguished motivation into two types of motivation; intrinsic motivation and extrinsic one. We will discuss about them as follows:

a) Intrinsic Motivation

Intrinsic motivation is desire which comes from within individual to make an effort to achieve the goal. When the learners have an intrinsic motivation, they will show their attitude in the classroom such as they want to learn English because they like and enjoy learning it. According Gardner (1982) intrinsic motivation is perceived to be composed of three elements. These are effort, desire, and attitude. According Gardner (1982:14) Extrinsic motivation: driven by external factors such as parental pressure, the role of teacher, environment.

People do certain activities because it gives them pleasure and develops a particular skill based on their internal desire. According to Harmer (2007:98) "Thus a person might be motivated by the enjoyment of the learning process itself or by desire to make themselves feel better". Intrinsically motivated students are bound to do much better in classroom activities, because they are willing and eager to learn new material. Their learning experience is more meaningful, and they go deeper into the subject to fully understand it.

Brown (1987:115) divided intrinsic motivation into two main types that are integrative motivation and instrumental motivations.

1) Integrative motivation is employed when learner wish to integrate themselves within the culture of the second language group, to identify themselves and become a part of society. For example immigration or marriage.

2) Instrumental motivation. Learner wishes to achieve goals utilizing second language. Robert Gardner and Wallace Lambert states that refer to motivation to acquire a language as means for attaining instrumental goals furthering a career, reading technical material, translation and so forth (Gardner:1987:8). This is describes a situation in which the students believe that by mastering of the target language, they will be instrumental in getting a better job, position and statutes. When the learners have intrinsic motivation, it will give a good influence to their learning.

From the statement above it is assumed than intrinsic motivation is comes from the learners itself. So, they learn English by their internal desire not from other factor from outside the learner.

b) Extrinsic Motivation

Extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in task. Harmer (2007:98) states that extrinsic motivation is the result of any number of outside factors, for example the need to pass an exam, the hope of financial reward or the possibility of future travel.

Many sources of extrinsic motivation are inaccessible to the influence of the teacher: for example, the desire of students to please some other authority figures such as parents, their wish to succeed in an internal exam, or peer groups influences. However, other sources are certainly affected by teacher action, Penny (1996:277). Harmer stated that external motivation has some external factors:

1) The Goal

According to Harmer (2007:99): Goal is the one of the strongest outside sources of motivation which students perceive themselves to be learning for. Frequently this is provided by a forthcoming exam, and this respect it is no surprise to note that teachers often find their exam classes more committed than other groups who do not have something definite to work towards. Here the students want to learn English because any external factors. The external factors drive the students to learn English because the students want to achieve it. For example some students have any goals when they learn English, such as they want to get a good score in final exam, they want to learn English because they want to get a good job, and they may want to continue their study overseas.

2) The society we live in

"Outside any classroom there are attitudes to language learning and the English language in particular" Harmer (2007:999). The students want to learn English because their society. For example they learn English because they want to get prestige from the society.

3) The people around us

In addition to the culture of the world around them, students' attitudes to language learning will be greatly influenced by the people who are close them Harmer (2007:99). Learning English are very important to communicate with the peoples around the world. Sometimes people want to learn English because they feel confidence if they can mastery the English language.

4) Curiosity

We should not underestimate a student's natural curiosity. At the beginning of a term of semester, most students have at least a mild interest in who their new teacher is and what it will be like to be in his or her lessons. When students start English for the first time, most are interested (to some extent) to see what is like. This initial motivation is precious. Without it, getting a class of the ground and building rapport will be that much more difficult Harmer (2007:99).

From the statement above it is assumed than extrinsic motivation is caused by factors from outside from student. It can be from teacher, parent, and environment. In this research the researcher only focused at the external motivation.

4. Reward

Reward is an educational strategy which can be used to make the students feel happy in learning a language and also can be used to give motivation to the students for learning better. Cotton (1988), Defined the use

rewards in the classroom as "instructional reinforcement", which is the provision of verbal, symbolic, tangible, or other rewards for desirable academic or effort at the classroom. From the statement above reward is to motivate the children to exhibit desirable behavior, work ethic and interpersonal skills throughout the school day, both inside and outside the classroom environment.

The explanation is rewards, as a form of external motivation, can supplement the internal drive to assist students in achieving their goals as rewards appeal to them and in turn promote excellence (Bafile, 2003; Cotton, 1995 & Cowell & Butler, 1987). If a student is not intrinsically motivated to do well, using extrinsic motivators such as rewards or punishments can sometimes prod the student into action (Brophy, 1998). That is, rewarding is very important to teaching activities.

Students' motivation to learn however may also be dependent on their anticipation of reward. According to Skinner (cited in Brown, 2001, [57-58]) one of the most powerful factors in directing one's behavior to the goal that is set by a student could be the anticipation of reward. Brown (1994) defined intrinsic motivation as activities that one does without expecting any apparent reward except for the activity itself. Intrinsic motivation stems from the student's needs, wants, or desires and so external reward is not necessary.

The application of rewards by teachers must observe the following principles (Stan, 2004 : 67):

1. if the pupil is told what it is received for, the strengthening is more efficient;

2. purposes must be strengthened on a short term basis, so that the pupil can make the connection between the behavior wished from it and the strengthening;

3. the strengthening must not be granted to counterbalance reprimands for previous facts; it must be the consequence of the pupil's behavior;

4. reward must be granted in time and not with delay (in order for the pupil to establish the same connection);

5. The granting of rewards may be made for a set of actions or contents.

Taking into account that rewards shall lose their value in time, the teacher must announce in good time which is the structure of contents or actions for which that reward type is given. It is important to use rewards that will motivate the children and incentivize them. The type of rewards to use is always an important choice for teachers.

Cotton (1988) outlined five types of rewards to give children:

1. Praise/Verbal reinforcement

2. Symbolic rewards (giving children certificates or medals signifying an achievement)

3. Token rewards (Tokens, that when accumulated can win prizes)

4. Tangible rewards (Tactile rewards such as sweets, toys or school supplies)/

5. Activity rewards. (Allowing the children free time to do activities)

From that statement about I conclude that reward is a how to make the students interest in learning and also can be give student motivation to the

students for learning better. It is important to use rewards that will motivate the children and incentivize them.

B. Review of related findings

In this research, the researcher puts some of the previous related researches to compare them with this research. Some of the researcher is follows:

Michelle Anthuis (2013) on their research "The Effect of Extrinsic Rewards and Intrinsic Motivation on Student Reading and Learning" the researcher is conducted Student motivation is a root problem in education today. Since reading is a core skill for any student to be successful in an academic environment, librarians and teachers have found that motivating students to read is an important task. This review of literature reports on studies and theories held by researchers and educators on motivation techniques including using extrinsic rewards as motivation, specifically in reading incentive programs. This research also provides a discussion on ways educators can provide students with opportunities to be intrinsically motivated to read.

Jessica Drexler (2010) on their research "Teachers' Attitudes about Reward Systems in The Classroom" the researcher present study investigates teacher's attitudes about rewards in the classroom. A sample of elementary teachers was surveyed to examine how rewards were used with their students. Teacher's attitudes about rewards were also measured. Results indicated that all teachers in the sample use some kind of reward in their classroom. The majority of teachers thought that rewards can help increase participation and academic achievement.

Overall teachers did not feel that student's intrinsic motivation decreased when extrinsic rewards were given.

Lori Kay Baranek (1996) on his research entiled "The Effect of Rewards and Motivation on Student Achievement" the researcher is conducted to examine the effect o f rewards on intrinsic motivation and learning for children in general education and special education. Intrinsically motivated students experience school success because they display behaviors such as choosing challenging activities and spending more time on task. The use of rewards undermines intrinsic motivation and results in the slower acquisition of skills and more errors in the learning process. The implications of the research are discussed and a collection of strategies designed to promote intrinsic motivation is presented. One part of the collection presents strategies for all students, and the other part contains strategies for students with learning disabilities. Each part is broken down into topics on classroom climate, behavior management, and lesson planning.

There is previous studies that related to this topic has been applied, "An Analysis on The Students Motivation in English Learning Process at The Eleventh Grade of SMAN 2 Ujung Batu " done by Desrita Moren. This research was an action research study aimed at Analysis on the Students Motivation in English Learning Process at The Eleventh Grade of SMAN 2 Ujung Batu. This was categorized as action research since it attempts to improve the real condition of the English learning process by involving participants in the setting where the research was done.
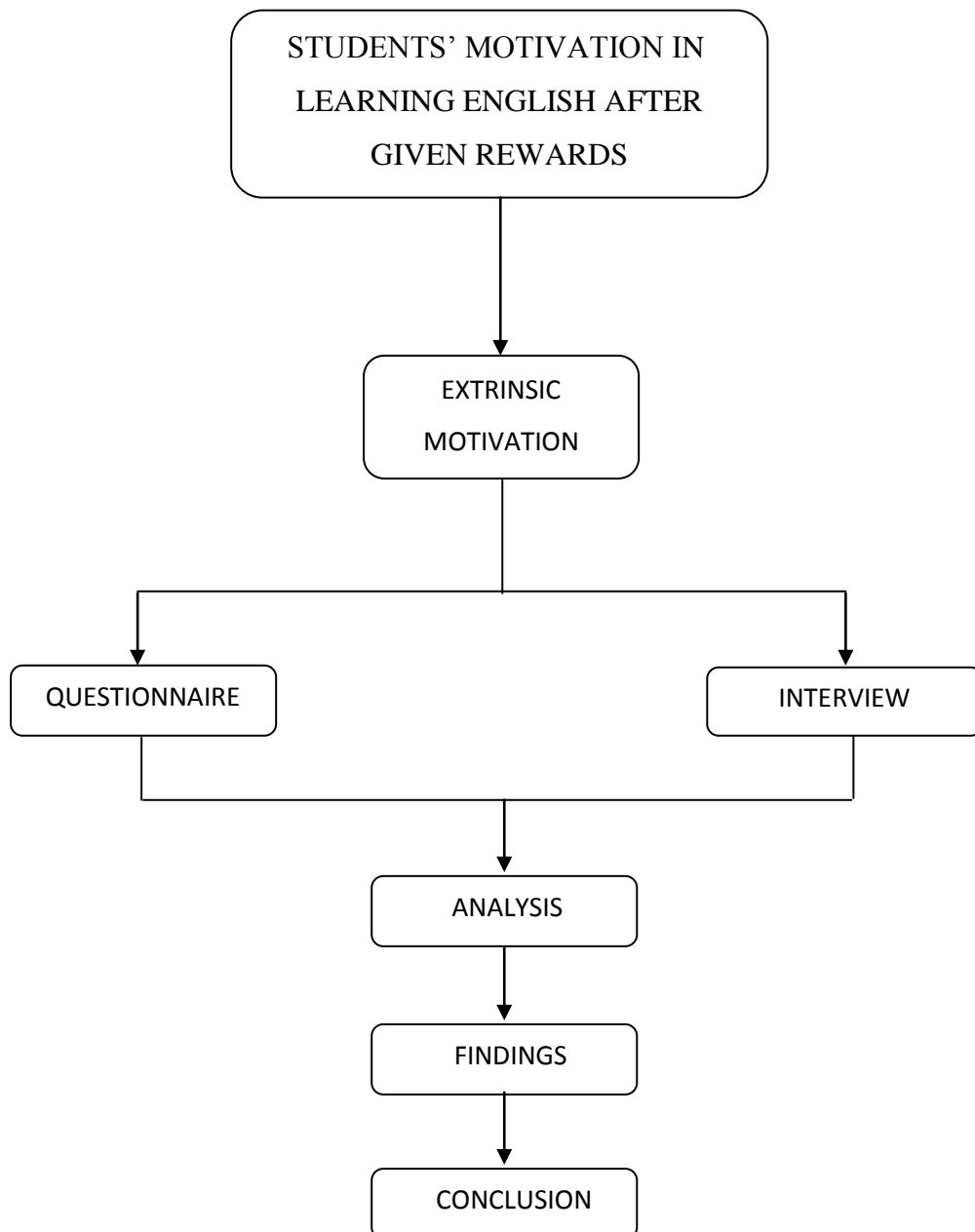
The researcher was conducted by Suhardi (2018). The title of his research was "The Effect of Watching Video Toward Students' Motivation in Learning English at Eight Grade Students of SMPN 3 Rambah Samo in Academic Year of 2017/2018" .The researcher goal is to establish a cause and effect relationship between two phenomena. The researcher aims to establish that one variable, the dependent variable. Furthermore, kind of experimental research that was used was quasi experimental design.

Compared with the researcher above, the researcher realize the there are some different between this research and those research. First, Michelle Anthuis (2013) the researcher is conducted Student motivation is a root problem in education today. Second, Jessica Drexler (2010) the researcher present study investigates teacher's attitudes about rewards in the classroom. Third, Lori Kay Baranek (1996) the researcher is conducted to examine the effect o f rewards on intrinsic motivation and learning for children in general education and special education.

C. Conceptual Framework

The concept of the research could be seen as in the figure of conceptual framework as follow:

<u>**Figure 1.**</u>

<u>**Conceptual framework**</u>

```
        ┌─────────────────────────────┐
        │  STUDENTS' MOTIVATION IN    │
        │  LEARNING ENGLISH AFTER     │
        │  GIVEN REWARDS              │
        └──────────────┬──────────────┘
                       │
                       ▼
              ┌─────────────────┐
              │   EXTRINSIC     │
              │   MOTIVATION    │
              └────────┬────────┘
                       │
         ┌─────────────┴─────────────┐
         ▼                           ▼
  ┌───────────────┐          ┌───────────────┐
  │ QUESTIONNAIRE │          │   INTERVIEW   │
  └───────┬───────┘          └───────┬───────┘
          └─────────────┬────────────┘
                        ▼
                 ┌──────────────┐
                 │   ANALYSIS   │
                 └──────┬───────┘
                        ▼
                 ┌──────────────┐
                 │   FINDINGS   │
                 └──────┬───────┘
                        ▼
                 ┌──────────────┐
                 │  CONCLUSION  │
                 └──────────────┘
```

From the figure this research is to analyze the students' motivation on learning English. The researcher used questionnaire and interviews to collect the data of the research. Then the data would be analyzed in chapter 4 and also there would be a finding of the research and conclude the result of this research in chapter 5.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about the research methodology. It is consist of research design, setting of the research, population and sample, instrumentation of the research, technique of collecting the data, technique of analyzing the data taken at the eight grade students of SMPN 3 Rambah. This chapter explains about the direction of this research and also the procedure of researcher in collecting the data.

A. The Research Design

This research was designed as a descriptive qualitative design. According to Sugiyono (2017:8), Qualitative research methods are often called naturalistic research methods because their research is carried out in natural setting. Qualitative descriptive study is a part of a qualitative research. The purpose of descriptive qualitative research was to find the result of analysis. In this research, the researcher wanted to analyze students' motivation in learning English after given rewards at the eight grade students' of SMPN 3 Rambah.

B. Setting of The Research

This research place at SMPN 3 Rambah. The researcher conducited this researcher to the eight grade students at which is located at Galunggung street, Simpang Tangun district.

C. Population and Sample

a. Population

Population is a generalization region consisting of the object/subject has a certain quantity and characteristics defined by the researcher to learn and then drawn conclusion (Sugiyono, 2017:80). In this case, the researcher was   interested in taking population of the research at the eight grade students of SMPN 3 Rambah. The total of the population of the eight grade students can be seen on the following table:

Table 1:

Population of the eight grade students in SMPN 3 Rambah

Class	Population
VIII.1	20
VIII.2	20
VIII.3	20
Total	60

b. Sample

Sample is part of population, which is chosen to participate in the study. The sample is part of the number and characteristics of the population (Sugiyono, 2017).There researcher observe at all of classes that class   is VIII.1, VIII.2   and VIII.3 in SMPN 3 Rambah with the total 60 students sampling this study was used by total sampling.

D. Instrumentation of The Research

The research instruments are questionnaire and interview. This research needs some instruments in process of collecting data. Some instruments during the research, as follows:

1. Questionnaire

The instrument for this research used questionnaire, which consist 24 items of questionnaire given to the students and considering that there were 45 minutes for the students to answer the questionnaire. The test should be answered in students answer sheet and it will do for 20 students at the same time. Furthermore, the items of the questionnaire were translated into Indonesian language to avoid misunderstanding and misinterpretation. After that, to analyze the result of students questionnaire score. The answer of the questionnaire hopefully could help the researcher to find out the students' motivation in learning English.

(see appendix 1. for the detailed of questionnaire)

In research questionnaire, every number item had alternative answer with categories (SA) strongly agree, (A) agree, (D) disagree, (SA) strongly agree. The item positive and negative answers were as follow:

Table 2:

Score item positive and negative

NO	Alternative answer		Score	
	Options	Captions	Positive	Negative
1	SA	Strongly agree	4	1
2	A	Agree	3	2
3	D	Disagree	2	3
4	SD	Strongly Disagree	1	4

(Sugiono: 2010)

Table 3:

Indicators of Extrinsic Motivation

No	Aspect	Indicator	Statements	
			positive	Negative
1	Teacher	a. Teacher gives reward to the students.	Teacher give reward to the students who get the highest score in English lesson	Teacher never give any reward to the students who get the highest score in English lesson
		B.Teacher inspires students to learn English	Teacher inspires students to learn English well for their future to study	Teacher never inspires students by the interesting story of the advantage in

		well.	abroad or get a good job	learning English well
		C.Teacher often given rewards to motivation students to learn English well.	Teacher often given rewards to motivation students to learn English well.	Teacher seldom given rewards to motivation students to learn English well.
		D.Teacher gives a student's support to motivation in learning English well.	Teacher gives a student's support to motivation in learning English.	Teacher never gives a student's support to motivation in learning English.
2	**Parents**	a. Parents given support to the students in learn English.	Parents given support to students in learn English well.	The parents do not given support to students in learn English well.

		b. Give a reward to the students if get good achievement in English lesson	Parents always give a reward to the students if they get good achievements in English lesson	Parents never give any reward if the students get good achievements in English lesson
		c. Ask the students to join the les English course after school hours.	Parents want the students to join the les English course after school hours.	Parents do not the students to join the les English course after school hours.
		D.Parents gives facilities to students for support in learning English.	Parents give facilities to students for support in learning English well.	Parents never give facilities to students for support in learning English well.
3	**Environ ment**	a. The situation in the classroom supports the teaching and	Learning English becomes comfortable and enjoyful because the classroom is	The classroom situation does not make me enjoy in learning English because is quite

		learning process of English lesson.	neat and clean.	dirty and unneat.
		b. Students are able to find many sources to improve their English skill.	Students can use sources in learning English provide by the English skill.	There are not many sources can be used to improve students in English skill.
		c. School gives facilities to the students for support in learning English.	School gives facilities to the students for support in learning English well.	School does not give facilities to the students for support in learning English well.
		d. There are learning English or English club after school hours in the	There are learning English or English club after school hours in the school.	Doesn't have learning English or English club after school hours in the school.

		school.		

Table 4:

Questionnaire items for extrinsic motivation

No	Aspect	Indicator	Number items	
			positive	Negative
1	**Teacher**	a. Teacher give a reward to the students b. Teacher inspires students to learn English well	1 2	3 4
2	**Parents**	a. Parents ask the students to join the English course after school hours. b. Parents give a reward to the students if they get good achievement in English lesson	5 6	7 8
3	environment	a. The situation in the classroom supports the teaching and learning process of English lesson b. Students are able to	9	11

		find many source to improve their English skill	10	12

Before this questionnaire was given to the study sample it had been given to another school so that the questionnaire was valid for another school. Because this questionnaire is valid, it is valid to try it in the sample. The place for the tried out that has been carried out this sample is MTSN 1 Rokan Hulu and the results are valid. This questionnaire was valid and could be used because the statement from the questionnaire had been discussed with the supervisor, it had been discussed with the teacher in 2 schools, and then it had been tried at the research site SMP 3 Rambah. It has been proven that all questions can be answered by students which mean that all statements are not difficult and not easy.

2. Interview

To know students motivation in learning English, The research will use interview to collect the data. The researcherr gives students 5 questions in the interview session and students asked to answer and explain their experience after giving rewards.

E. Procedure of the Research

There are procedures of collecting data in this research. The first, introduction, the researcher will do is about introducing the researcher herself in their class, and understand than well. And then preparing the entire thing that the researcher needs to do a questionnaire and to design the steps they will use by the

researcher. Second, collecting the data, at this step the researcher comes to the class and asks them to answer the questionnaire, and after that collect their paper one by one. Third, analyses the data. After collecting the data of their product about answer the students' motivation questionnaire test. The researcher will analyzes the data are being taken. Last, conclusion, and the last, the researcher analyze students' motivation on learning English. The researcher makes the conclusion about the data that are being collected.

F. Technique of Collecting The Data

According Sugiyono (2017:224) Techniques of collecting the data is the most strategic step in research, because the main purpose of research is to obtain data". The data collection in this study is questionnaire and interview.

To collect the data for this research, researcher used questionnaire and interview. The researcher gave a questionnaire to students, with 45 minutes to answer questionnaire. And the item questionnaire was translated to Indonesia. Then, the researcher calculated to find out the level of students motivation in this research. Then, the researcher gave an interview to the all samples of this research.

G. Technique of Analyzing The Data

Data analysis is important, because through the data researcher have the benefit, and in problem solution and get the final research. According Spradley (1980) analysis of any kind involved a way thinking. It refers to the systematic

examination of something to determine its parts, the reaction among parts, and the relationship to the whole. Analysis is a research for patterns.

The research used descriptive used descriptive method aims to collect information on students' motivation in learning English after given rewards at the eight grade at the SMPN 3 Rambah. This research was conduct with descriptive analysis, with the following:

1. Collecting the data in using questionnaire
2. Conducting interviews to support the data obtained through questionnaires

The technique the Analyzing Data in this Research as follows:

a. Identification of students' answer through questionnaire

To know the students' motivation in learning English, researcher used a questionnaire. The students answered the questionnaire using liker, the liker have positive and negative statement. The researcher saw for score of statement and then the score change is percentage. To measure students' motivation, the researcher used the following table of motivation category.

Table 5:

Category of Motivation in learning

NO	Motivation in learning English	Category
1	80 - 100	Very good
2	65 – 79.9	Good
3	55 - 64,9	Fair
4	40 - 54,9	Low
5	00 – 39,9	Very low

Arikunto (2007)

b. Identification of students' answer through interview

        To know the students' motivation in English learning, researcher used the interview. From this technique, the researcher was able to describe students' motivation on learning English after given reward at the eight grade at the SMPN 3 Rambah.

        The data from the sample of research analyzed by using the formula as follow:

$$X = \frac{f}{N} \times 100\%$$

X = result of percentage

F = frequent of research result

N = total all observe

(Sudijono, 2009)