

**THE INFLUENCE OF GIVING REWARD ON STUDENTS'  
MOTIVATION IN LEARNING ENGLISH AT SENIOR HIGH SCHOOLS  
IN BARRU**



**A THESIS**

*Submitted to The Faculty of Teacher Training and Education  
Makassar Muhammadiyah University in Partial Fulfillment of the Requirement  
for the Degree of Education In English Department*

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**2018**



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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Day / Date	Chapter	Note	Sign
26-11-18		Revise findings	/
20-12-18		- Revise problem - u objectives of the research - findings	/
25-12-18	>	Revise abstract - Revise bibliography (based on the alphabet)	/
27-12-18	-	ace-keep strategy	/

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Schools in Barru  
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Day / Date	Chapter	Note	Sign
30 Nov 2018	1-3	Check the text - Revise the page	
15 Dec 2018	4	Elaborate the chart and diagram op 4	
15 Dec 2018	4	Elaborate op 4 and put details	

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Day / Date	Chapter	Note	Sign
7 Dec 2018	4	Elabore the explanation on discussion, based on findings • Abstract	
19 Dec 2018		As of 1-5 prepare for final exam	

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## **MOTTO**

**If you are not able to be proud of  
at least not to disappoint**

*I dedicated this thesis to my beloved parents and  
my families*

## ABSTRACT

**Rahmayani Aksa. 2018. *The Influence Of Giving Reward On Students' Motivation In Learning English At Senior High Schools In Barru.*** A thesis English Department Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by **St. Asriati AM** and **Maharida.**

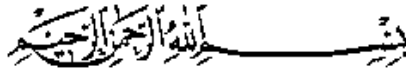
This research aimed to find out the influence of giving reward on students motivation in learning English and the effect of used reward in teaching English toward students motivation in learning English at senior high schools in Barru.

This research applied descriptive method, for the data collection by using questionnaire consist of 20 number. The data was taken from two schools there were SMA 1 BARRU and SMA 3 Barru. The sample of the research was eleventh grade student in senior high schools consist of two majors Science and Social. The data was taken from 119 total students in two schools. This research was taken by using purposive sampling technique. The result of the students answer was analyzed using likert scale to see whether or not there was any influence of giving reward on students' motivation in learning English.

The findings of the research indicated that giving reward influence students motivation in learning English particularly in teacher. Obviously can be seen from the questionnaire showed that from the three indicators showed that the highest was teacher, the middle was environment and the lowest was parents.

**Keywords :** Reward, Motivation, Learning English

## ACKNOWLEDGMENT



*In the name of ALLAH, the Beneficent, the Merciful*

Alhamdulillah Rabbil Alamin, the researcher expresses her sincere gratitude to the almighty God, Allah SWT, who has given guidance, mercy, and good health, so that she could finish writing this thesis. Shalawat and salam are addressed to the final chosen religious messenger, the Prophet Muhammad SAW who has changed the human life.

The researcher realizes that many hands had given their helps and useful suggestion for the completion of this thesis. Without the assistance of these people, this thesis would never have existed. Therefore, the writer would like to express her appreciation and sincere thanks to all of them particularly:

1. My highest appreciation and deepest thankfulness to my beloved parents Muhammad Aksa and Hj. Nurkaya, for helped, financial, motivation and sacrifice for researcher and they who always pray to Allah SWT for her succeeded in his study.
2. H Abd. Rahman Rahim SE MM., the Rector of the Muhammadiyah University of Makassar for his advices during the Researcher studies at the University.
3. Erwin Akib, M.Pd., Ph.D, the Dean of FKIP UNISMUH Makassar for all advices and motivation.

4. Ummi Khaerati Syam, S. Pd., M.Pd. the Head of English Education Department of FKIP UNISMUH Makassar, who gave her valuable authorities and suggestion in doing this thesis.
5. My high appreciation and great thankfulness to Dr. St. Asriati AM, S.Pd., M.Hum as my first consultant and Maharida, S.Pd.,M.Pd the second consultant who have given their valuable time and guidance to finish this thesis.
6. My heartfelt thank to all lecturers of the FKIP UNISMUH especially to the lecturers of English Department and all staff of Muhammadiyah University of Makassar for their guidance during the years of the Researcher's study.
7. Many thanks are also addressed to her friends in English Education Department 2014, especially her classmates in class Brave, Nurhidayah S, Sri Eka Lestari, Nurhidayah Rahman, Andi Ihwana, Adi Siska Wangi As, for the wonderful friendships and the beautiful moments that have been through together.
8. Many thanks are also addressed to her best friends, Siti Muslimah, Khairun Inayah Aliah Nur Hasanah, Risma Ratnasri for the wonderful friendships and the beautiful moments that have been through together.
9. With a special mention to the researcher's best friends, my beloved organization LKIM-PENA, Angkatan X, Members of Brave Class who always supporting the writer.
10. For all everybody that could not be mentioned one by one, thanks for their invaluable help, support, and suggestion.

May Allah S.W.T. the almighty God bless them all for their help and their contribution. Finally, the researcher realizes that this *thesis* is still far from being perfect, the writer hope it will be useful thing for the writer herself and for all to improve education quality. So she hopes then critics and suggestions to improve it to be better.

Makassar, December 2018

Rahmayani Aksa



## LIST OF CONTENT

<b>TITLE PAGE</b> .....	<b>i</b>
<b>APPROVAL SHEET</b> .....	<b>ii</b>
<b>SURAT PERNYATAAN</b> .....	<b>iii</b>
<b>SURAT PERJANJIAN</b> .....	<b>iv</b>
<b>CONSELING SHEET</b> .....	<b>vi</b>
<b>MOTTO ...</b> .....	<b>vii</b>
<b>AKNOWLEDGMENT</b> .....	
<b>TABLE OF CONTENT</b> .....	
<b>LIST OF FIGURE</b> .....	
<b>ABSTRACT</b> .....	
<b>CHAPTER I INTRODUCTION</b>	
A. Background .....	1
B. Problem Statements.....	3
C. Objective of the Research .....	4
D. Significance of the Research.....	4
E. Scope of The Research.....	5
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b>	
A. Previous Research Findings .....	6
B. Concept of Motivation .....	7
a. Definition of Motivation .....	7
b. Types of Motivation.....	18
c. Kinds of Motivation .....	23
d. Role of Motivation .....	25
C. The Concept of Reward .....	30
D. Concept of Learning .....	
<b>CHAPTER III RESEARCH METHOD</b>	
A. Research Design.....	32
B. Variables and Indicator .....	32
C. Population and Sample.....	33
D. Research Instrument .....	34
E. Procedure of Collecting Data.....	35

F. Technique and Data Analysis

<b>CHAPTER IV FINDINGS AND DISCUSSION</b>	
A. Findings.....	38
B. Discussion .....	45
<b>CHAPTER V CONCLUSION AND SUGGESTION</b>	
A. Conclusion .....	48
B. Suggestion.....	49
<b>BIBLIOGRAPHY .....</b>	<b>50</b>
<b>APPENDICES .....</b>	
<b>CURRICULUM VITAE.....</b>	

## LIST OF TABLES

	<b>Page</b>
<b>Table 3.1 The Population of SMAN 3 BARRU .....</b>	<b>30</b>
<b>Table 3.2 The Population of SMAN 1 BARRU .....</b>	<b>30</b>
<b>Table 3.3 Sample of SMAN 3 BARRU AND SMAN 1 BARRU .....</b>	<b>31</b>
<b>Table 3.4 Likert Scale .....</b>	<b>34</b>
<b>Table : 4. 1 Classification The Mean of Questionnaires .....</b>	<b>36</b>

## LIST OF FIGURE

<b>Figure 4.1 Column chart of The influence of Giving Reward on Students Motivation in Learning English.....</b>	<b>37</b>
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# CHAPTER I

## INTRODUCTION

### A. Background

In this globalization era, it is important to learn or speak English as a foreign language. Many people said that in this era of globalization is very needed to master foreign languages. They said that without mastering English language a country will not advance. Therefore, without powerful language English, connecting nations all over the world would have been something impossible.

There are four skills that have to be known in English, namely listening, speaking, reading and writing. Later, the skill should be taught better to master and get complete thought about English itself because each skill has a general or specific function in communicating. But we cannot deny that speaking is the most important one for asking information and conversely for delivering information, speaking is the direct system of communication.

Mastering English is very important for the students especially, because English is necessary as a means of getting knowledge. Moreover English can help us to make change for our country and for our live. If we care enough for something in around us, we can conclude that almost of all technology use English. It caused, we as Indonesian must understand how to operate and understand it and for that we must learn English.

The successful in learning English will depend on their motivation. Motivation in teaching and learning process is one of the supporting elements for the creation of educational goals. In terms of teaching and learning if not

motivated, then learning outcomes will not reach the target. If one learns without any encouragement or motivation, then the situation is unpleasant to learn and even faster bored. According to Ryan and Deci (2000) motivated means to be moved to something. Someone who feels no inspiration to do something, it means unmotivated, on the contrary someone who feels inspiration to do something, it means he is motivated. Therefore, it can be inferred that everyone needs motivation to do anything. Students' motivation can be increased in many ways, such as using games, using different strategies using media and so on.

Motivation is an influential factor in teaching learning process. The success of learning depends on high or low motivation of students. One of strategies that using of the teacher to students in learning activities is using reward. Rewards is a one way to built the student motivation in learning. It is one of effort of the teacher with intention to make students more active in doing something to improve or maintain the achievement that achieved.

According to Wahid, Maburi. (2016) said that in general appreciation has a positive influence in human life, can encourage someone to improve his behavior. The reward is part of the strengthening, which is reinforcing. One of the tasks of the teacher besides teaching and learning activity is giving encouragement to student later student always learn well and vibrant in the learning environment.

Reinforcement is the teacher's feedback as a form of appreciation to reinforce desired behavior. Provision of strengthening to improve the learning outcomes of civics subjects can be done by the teacher when the lesson take place that is giving praise when students correctly answer questions ask by the teacher. Providing reinforcement or appreciation can have positive effect on students, as it



encourages students to improve their activities or business. In everyday life we often hear term “gift” or “punishment”. Giving reward is a positive response, while punishment is a negative response. Whether the reward or punishment, both psychologically will affect the behavior of someone who receive it (Nurdiana,2010).

Rewards is one way that use of the teacher to motivated the student learning process. Higher motivation to learn has been linked not only to better academic performance, but to grater conceptual understanding, satisfaction with school, self-esteem, social adjustment and school completion rates. The teacher must find the way to motivate in learning English. As we know that by knowing about the student motivation, teachers can know their students interest in learning English. Thus they can improve their teaching. In this study the researcher want to know the influence of giving reward to the students motivation in learning English.

Based on researcher experience when teaching in junior high school several months ago the researcher found some problem in students‘ learning process while learning English. The student have a lack of motivation in learning English especially in speaking. The researcher must find the way to increase the student self-confidence and their motivation in speaking, the researcher consider to use reward as reinforcement to build the student motivation in learning. Based on the explanation above, the researcher formulates this research entitled

**“The Influence Of Giving Reward On Students’ Motivation In Learning English At Senior High Schools in Barru”.**

## **B. Problem Statement**

Based on the background of the research above, this research gave information about. The problem of the research was formulated as follow: Does giving reward influence students' motivation in learning English at Senior High Schools?

## **C. Objective Of The Study**

Based on the problem statement above, the researcher stated the objectives of the research as follow : Find out whether reward is effect students' motivation in learning English at Senior High Schools

## **D. Significance of the Study**

The result of this study was expected to be useful both in theoretically and practically. Theoretically, the result of the research gives the answer the question at the formulation of the research problem. In addition this research gives the beneficial contributions to the school as the field of education about how the influence of giving reward to the student toward their motivation in speaking skill therefore can achieve their study. Practically, for :

### 1. The students

This result of the research can give an information about motivation in students in learning English. When they knew the important to give reinforcement in learning activity.

### 2. The English teacher

The result can be use to improve the students' motivation in learning English. Thus, they will get good achievement in learning English.

#### **E. Scope of the research**

The research is limited to external motivation of the student in Senior High School. In terms of giving motivation there are several ways for instance praise, gift, respect and a sign of appreciation. The purpose of giving reward this means to increase motivation of student in learning English at Senor High Schools.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research Findings

There are some previous findings as some researchers have relation to this researcher. Some of them also choose reward as a teaching method and would see the effect of student motivation. The followings are some of them:

1. Anthuis Michelle.2013. Thesis. *The Effect Of Extrinsic Rewards And Intrinsic Motivation On Student Reading And Learning*. The result from this study is Extrinsic rewards and intrinsic motivations do not have to mutually exclusive. Every student is different. Some may need that extra “push” of an extrinsic reward to get started, but the ultimate goal is for the student to read on his or her own volition. Educators can then support those reading habits by creating a positive environment. Modeling a love of reading, giving student choices of materials and marketing them to students, making reading a social experience, and allowing for a comfortable physical space for sustained reading are some endeavors that can be used in any classroom or library to promote reading.
2. Lori Kay Baranek(1996) *The Effect of Rewards and Motivation on Student Achievement*. The results if this study are First, intrinsic motivation is an essential quality for students to possess in order to learn to their fullest potential. Second, the use of extrinsic motivators and rewards in school undermine a student's developing intrinsic motivation, and have a negative

effect on learning for all students including those with learning disabilities. However, the extrinsic rewards should not be thrown out entirely. They should be used sparingly, and with a specific purpose in mind. The use of extrinsic rewards should be gradually decreased as student motivation and learning increases. Fourth, the development of intrinsic motivation in students involves planning for every aspect of the classroom and school environment.

3. Meidi Citra Lestari (2018) *The Implementation Of Rewards And Punishment Toward Students' Self Confidence In Speaking English At The Tenth Grade Of Sma Negeri 3 Pangkep*. This research aimed to find out whether rewards and punishment improve student' self confidence in speaking English. The research findings indicates that the application of rewards and punishment method was effective to improve students self-confidence in speaking English. It was proved by the value of the t-test (5,57) which was higher than the value of t-table (2,120). The result of the questionnaire is (2,65) show that the student gave positive respond with the rewards and punishment method. this indicated that (H1) was accepted, and (H<sub>0</sub>) was rejected. It means that there was a significant difference of the students' self-confidence before and after using rewards and punishment method.

Based on the whole findings above, the similarities with this research is used reward as the teaching method. But the differences is previous research used the student reading , learning and also focus in students achievement.

Whereas in this research focus to know whether extrinsic motivation (reward) influences the student motivation in learning english.

## **B. The concept of Motivation**

Uno (2016) says that motivation is an impulse arising from presence of internal and external shocks so that someone wants to make changes in behavior or activity better than ever. Motivation involves a constellation of closely relate beliefs, perception, values, interest and actions. Motivation can affect how students; approach school in general, how they relate to teachers, how they related to teachers, how much time and effort they devote to their studies, how much support they seek when they're struggling, how much they attempt to engage or disengage their fellow students from academics, how they perform on assessments and so on.

The word motivation is a accept fields in learning that motivation is essential to success. We need the motivation when we have to do something to success. Without such motivation we will almost certainly fail to make necessary effort. There are many factors that depend on motivation, such as motivation is very influent in learning English. When the learners are not motivated, they will not take risk in learning English or even paying any attention to learn it. As a result, motivation is consider an essential elements along with language capacity in shaping success in learning new language in classroom setting.



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.

**a. Definition of Motivation**

Brown (2007) states that "Motivation is something that can like self-esteem, be global, situational or task oriented" motivation also typically examined in terms of the intrinsic and extrinsic motives of the learner. Motivation is one of the most important variables in learning. A high degree of motivation engenders an active and aggressive attitude with regard to educational goals. Motivation is actually a cluster of factors that energize behavior and give it direction. Intrinsic motivation, for their own self-perceived needs and goals. While, learner who pursue a goal only to receive an external reward from someone else are extrinsically motivated. Sardiman (2014) states that motivation is a change of energy in a person filled with a "feeling" plan and preceded by a response to a goal.

Based on the explanation above, the researcher concludes that motivation is the desire and effort which drive people to do anything to achieve the goal. In the learning activity, motivation in any kind of dimensions plays an important role that influences the success of learning activity. Uno (2016) stated that motivation is a critically important factor for learning, why students learn and how they learn is influenced by their level of motivation to learn. Motivation is necessary but not a sufficient condition in learning. If a person is not motivated he or she will not expend the psychological energy necessary to acquire responses, he or she will avoid the learning situation that

will produce the desired changes. Even though it is important but motivation is not the only factor on the successful of learning activity.

Rahmawati (2013) states that there are some other characteristics of motivate learners, those are :

1. Positive task orientation. The learner is willing to tackle tasks and challenges and has confidence in his or her success.
2. Ego-involvement. The learner finds 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. Task orientation. The learner is very aware of the goals of learning, or of specific learning activities, and directs his or her effort toward achieving.
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 situations involving a temporary lack of understanding or confusion ;he or she can live with these patiently, in the confidence that understanding will come later.

#### **b. Types of Motivation**

Motivation can be divided into various categories. The following are some of the major ways in which motivation is categorized:

### **Intrinsic (Natural) Motivation**

Intrinsic motivation refers to a force within the individual and it works from within the individual. It can be associated with the inner feelings of learners and it considers how learners engage in the task, and if they are willing to be involved in the activity. The rewards do not relate to external factors. Deci & Ryan (1985) suggest that learners who are intrinsically motivated their learning level will be high.

### **Extrinsic (Artificial) Motivation**

Extrinsic motivation refers to environmental energizers like money, food, recognition, etc., which guide behaviour so as to attain a goal. It is driven by a desire for reward from outside: parents, employers, teachers or others. Ryan & Deci (2000) suggested extrinsic motivation may also have a negative purpose to avoid punishment.

### **Integrative Motivation**

According to Gardner (2000), integrative motivation plays an essential role in successful language learning. When the learners' attitudes and motivation towards the target culture is positive, the second language learners' easily become a part of the second language culture.

### **Instrumental Motivation**

Instrumental motivation is related to learners' practical needs, such as getting a job, passing an exam or to get high income (Gardner & Lambert, 1977). Instrumental motivated learners want to achieve a goal for their own satisfaction. According to Ellis (1997) integrative motivation was observed as having more importance in formal learning than instrumental

motivation. Integrative motivation and instrumental motivation also needed to sustain in the second language learning process. Motivation is an important factor in L2 achievement, which is why it is important to identify various types and combination of motivation that assists in the successful acquisition of a second language.

### **c. Kinds of Motivation**

Motivation can be divided into two kinds, Intrinsic Motivation (the urge to engage in the learning activity for its own sake) and Extrinsic motivation (motivation that is deriving from external incentives). They are described as follows :

#### **1. Intrinsic motivation**

Motivation that comes from the individual itself called as intrinsic motivation. “intrinsic motivation comes from within the individual “it means that motivation is a desire which comes from inside to do something.

Intrinsic motivation is the natural tendency to seek out challenges as we pursue personal interest and exercise capabilities. The statement above shown that motivation will be active or has function and do not need to stimulate from outside, because every person has a drive to do something. Intrinsic motivation can be found in four components, interest, needs, hobby and goal. Those four components will be describe as follows :

#### **2. Interest**

Interest is the one factor that makes one to be active in learning. If students have an interest in making learning work well, students will learn regularly or effectively and they will succeed if they have a high interest.

### 3. Need

Need is something that is needed for a better life or a personal need. A condition of tension in an organism resulting from deprivation of something required for survival well-being, or personal fulfillment a substance, state or any other thing. It means that need is a circumstances in which something is necessary.

### 4. Hobby

Hobby is an activity or interest undertaken by a person for personal pleasure. Hobbies refer to likes or fun doing things to waste time.

### 5. Goal

Everyone has a purpose in their lives. Before someone acts or does something he or she thinks the goal first, for example the students work hard for the paper because they want to achieve their goals.

#### a) Extrinsic motivation

Extrinsic motivation is a kind of motivation that come from outside which also pushes someone to achieve the goal. “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 tasks.

Extrinsic motivation will be active if there is stimulus from outside.

Extrinsic motivation necessary for student to learn. Teachers who

successfully teaching is the teacher who knows how to generate interest students in learning, by making use of extrinsic motivation. Extrinsic motivation is often used as teaching materials that are less attracted the attention of students, or because a certain attitude to teachers or parents.

Berliner (2011) stated The extrinsic motivation comes from three basic elements, those are teacher, parents, and environment.

#### 1. Teacher

Teacher are a major factor in motivating students. Teachers have an important role in learning activities because they will be parents of students during their stay in school. Teachers not only give lessons but teachers must motivate students to be more active and interested to learn.

As William and burden (1997) state learning tasks are generally introduced by the teacher in schools. Teachers mainly contribute two factor to the learners' motivation. The first is the teacher's personality or nature which is likely to influence learners' personal feelings about their teachers or even the language class itself. Therefore, students' perceptions of their teachers and of the interactions that occur between them and their teachers will undoubtedly affect their motivation to learn.

The second is the teacher's teaching style, i.e. the way in which the teacher presents the activity and works with the learner during the completion of that activity. A central element of a classroom learning is the design of task and learning activities. Students perceptions of tasks and activities not only influence how they approach learning, but also have important consequences for how they use available time.



Teacher has important role in teaching learning process, teacher is not only a person who transfers the knowledge but also has responsibility to make learning process successfully, the roles of the teacher are useful to facilitate the students to adopt more precise in teaching and learning process. The teacher not only has the roles but also has a function such as motivator. Therefore the teacher must know the student need and their interest.

Teacher and the student have relation each others in the classroom. They constantly interact one another. Teacher ask question, provide feedback, administer reward and punishment, praise and criticize, respond to the students' question and request for help, and offer assistance when students' experience the difficulties. Teacher feedback is a major teaching function, various types of teacher feedback.

According to Ames, task or activities that involve those characteristic are more likely to arouse the interest and foster a willingness in students to put forth effort and become actively engaged in learning; variety and diversity, focusing on helping students improving and gaining new skills, emphasizing personal relevance and meaningful contents, offering personal challenge and giving a sense of control. Besides activities, materials also play an important role in motivating students' learning.

According to Crookes and Schmidt (1991), the factor of interest is important for materials. Instead of using orthodox materials, using varied materials with typographical layouts, color illustrations, photographs, stimulating appearance and interesting contents can enhance students'

interest and those materials can work as positive stimuli to arouse learners' curiosity and sustain their motivation.

### 1. Parents

Family background plays a crucial role in the development of students' academic motivation and achievement. Parents are one of the motivating factors motivated student to achieve. Damayanti, (2008) "Parents" attitude toward language learning will be greatly influenced by the influence of those close to them. The attitude of parents and older siblings will be very important. The role of parents, especially learning activities is very important, because it is a leading role model for their children.

The child is born into a family, his first socializing group and the most basic agency of socialization in all societies. The family not only is the first group to which he is exposed, but also is in many ways the most influential. One reason for importance of the family is that it has the main responsibility for socializing children in the crucial early years of life. The family is where children establish their first close emotional ties, learn/acquire language, and begin to internalize cultural norms and values.

As the unit of the society, the home sets the pattern for social development and adjustment to form the attitudes and behavior habits. A child's physical, mental, and emotional potentialities reflect the physical, mental, and emotional characteristics of his parent. They are formed by the interaction between the child and the parent.

Parents can support their children's schooling by attending school functions and responding to school obligations, for example: parents-teacher

conferences. They can become more involved in helping in their children improve their schoolwork by providing encouragement, arranging for appropriate study time and space, modeling desired behavior such as reading for pleasure, monitoring homework, and actively tutoring their children at home. Parents play a crucial role as a tutor, counselor, facilitator, and character builder at home, an advocate in school and supporter in academic competition. These mixed roles exert considerable influence in shaping not only children's intellectual talents or potential, but also their psychological, social and emotional maturity.

#### 1. Environment

The importance of appropriate environmental conditions for learning to take place cannot be underestimated (William and Burden 1997), because as Good and Brophy (1986) state, learning is greatly influenced by the environment in which it occurs. However, different individuals may have different perceptions about preferred conditions for learning, finding certain environmental conditions more conducive to learning than others.

Environment is one of the important components of instructional process because it can influence the students. A learner lives in a complex learning situation that may be divided into three parts: the social environment, the physical environment, and the cultural environment. Parts of the social world, the physical world, and the cultural world are selected to become stimuli to the learner.

Educational environment is defined as the emotional, physical, and intellectual climate that is set up by the teacher and students to contribute to wholesome learning situation. It has to support the instructional process. Educational milieus comprise of family (parent and sibling), school and community.

As one of tripartite education, family is primary community for the children. Family is the first and primary educational environment for the child. It becomes the first educational environment because the child got his education and counseling for the first time. The family is also as primary educational environment because the child spends most of his time in a family. Additionally, the parents and siblings can focus attention on one child and so opportunity for interested, motivated, natural help is available covering considerable amounts of time. Bad environment may cause stress for students. In many cases students with bad environment may have worst achievement than students with good environment.

#### **d. Types of Motivation**

Harmer (1991) uses the word “goal” to categorize the motivation in second language learning language into two types :

- a) Short-term goal means when students wish to second in doing something in the near future, for example students who want to pass their examination or to get good grade or high scores.

- b) Long-term goal refers to wish of students or learners who want to get a better job in the future or to able to communicate with people who use their language that they study or the target language.

#### **e. Function of Motivation**

Sardiman (2014) argues that motivation has three function, namely :

1. Encourage people to act, so as a mover or motor that releases energy. Motivation in this case is the driving force of every ctivity that will be done.
2. Determining the direction of action, towards the goal to be achieved such motivation can provide direction and activities that must be done according to its purposes.
3. Selecting the action, which determines what action should be done harmoniously to achieve the goal, by setting aside the actions that are not beneficial to the goal.

#### **f. Role of motivation**

Motivation is crucial in learning other languages. P. Pintrich (1996) stated “When we learn our first language, it is all a natural part of growing up”. Peoples who learn a new language, their new community. An interesting study in 1999 by Marianne Nikolov, a Hungarain teacher, trainer, and researcher shows that children as they get older typically draw on different sources of motivation to learn English. Some of the children are intrinsically motivated which means that they want to learn because they enjoy the process of learning English.

#### **g. Measure of motivation**

According to Hanafiah (2010) there are some measurements that can be used to know the motivation that are :

- a) Performance test is the measurement to get information about loyalty, sincerity, targeting, awareness, duration, and frequency of activist.
- b) Questionnaire is to know the persistence and loyalty.
- c) Free compose is to understand information about the vision and aspirations.
- d) Achievement test is to get the information about the achievement of the students' academic.

#### **C. The Concept of Reward**

##### **a) The definition of reward**

Wilujeng in Djamarah (2015) state Reward is giving something to others as a appreciation or souvenir. The reward given to others in any form, depending on the wishes. Other forms of reward are also adjusted for performance which is achieved by a person. Everyone is entitled to receive a gift from someone with certain motives.

Slameto (2010) state reward is an appreciation who gives by the teacher to the students as a gift, because a student have behaves well and finished the task of the teacher.

Based on the definition above the researcher conclude that the definition of reward is giving something to the student as an appreciation of what the student achieve.

Reward principle

- 1) Lead learners to become dependent on short term rewards
- 2) Coax them into a habit of looking to teacher to teacher and other for their only reward
- 3) Forestall the development of their own internally administered, intrinsic system of reward.

**b) Kinds of reward :**

a.Praise

Praise is one of the easiest forms of reward . Praise can be compliment words such as good, good job and so on. In addition, praise can be gestures for example, thumbs up, tapping shoulder, applause and etc.

b.Gift/ Prize

The prize here is stuff rewards. Prize is school stuff for instance, pencils, books, erasers, and so on. Reward in the form of a gift is also called material reward.

c.Respect

Respect in the form of honor consists of two kinds, the first is coronation, the child who gets the honor is announced in front of the class. The second honor can be a position. It means giving power to do something. For example students who get the highest score are selected as the head of the discussion group.

d.A Sign of appreciation

Reward is also called symbolic reward. Symbolic reward can be letter, certificate, cup, etc.

**c) The way to give the reward**

- 1) Smile face is one of the sign like a face and give for it
- 2) The student who can answer the question for the teacher.
- 3) Star is teacher give students a star if the student can give a right answer.
- 4) Praise is the something can increase students' motivation in learning English like when the students can answer the question the teacher give praise. Examples teacher can say very good, you a smart, I like your answers.
- 5) Score is the teacher gives a score to students when the students can answers the teacher questions.

**d) The purpose of giving reward**

The goal to be achieved in rewarding is to increasing the extrinsic motivation of student, within meaning students have do an act, then the arises of the student awareness. The existence of the reward, too is expected to build a positive relationship between teachers and students, because the reward is a part of sense the teacher love to the student.

**D. Concept of Learning**

a) Definition of Learning

Learning is how a person or a group comes to know, and knowing consists of a variety of types of action. In learning, a knower positions themselves in relation to the knowable, and engages. Knowing entails doing-experiencing, conceptualizing, analyzing or applying, for



instance. A learner brings their own person to the act of knowing, their subjectivity. When engagement occurs, they become a more or less transformed person. Their horizons of knowing and acting have been expanded.

#### b. Purpose of Learning

Learning objectives are actually very numerous and varied. Explicit learning goals are endeavor to be achieved by instructional actions, commonly called instructional effects, which are commonly shape in knowledge and skills. While the more goals are the by products; is achieved because students live (to live in) a particular learning environment such as critical and creative thinking skills.

According to Sardiman (2014) purpose of learning there are three types :

##### a) To get knowledge

Knowledge and the ability to think as part that cannot be separated. In other words, cannot develop the ability to think without any knowledge, instead thinking ability will enrich the knowledge. The purpose of this is to have greater tendencies of its development in the learning activities. In this, case the role of the teacher as the lecturer more prominent.

##### b) Planting the concept of skills

The cultivation of the concepts or formulate concepts, also require a skill. Thus the question of skills those are physical as well as

spiritual. Skills can be taught, that is indeed with many coaching ability.

c) Formation of attitudes

In fostering mental attitude, behavior and private learners, teachers should be more wise and careful in his approach. For this it needs the skills and motivation in directing thinking not forget private teacher uses itself as example or models.

a. Theories of learning

Learning is one of the most important activities in which humans engage in their life. Various theories of learning have been suggested, and these theories differ for a variety of reasons. A theory most simply, is a combination of different factors or variable woven together in an effort to explain whatever the theory is about.

According to Sardiman (2014) in this case globally, there are three theories, there are :

1) Learning theory according to the science of soul power

According to this theory, the human soul consist of an assortment of resources. To train a resource that can be used many different ways or materials. For example train memory in learning such as by memorizing the words or figures, foreign terms.

2) Learning theory according to gestalt psychology

This theory holds that the whole is more important than the parts/elements. Because its existence overall was also first. Thus in this learning activity starts on an observation. Observations it is important is done thoroughly. Important figures who formulate the observation activities of the application of learning it are k

### 3) The theory of constructivism

In addition to these theories, it's also important to know about "theory of constructivism". Constructivism is one of the philosophy of knowledge emphasized that our knowledge of it is our own construction. Van Glasersfeld asserts that knowledge is not an information of reality. But knowledge is always the result of a cognitive construction of reality through the activities

### c. Psychological factors in learning

Factor of psychological factors that are said to have an important role, it can be seen as the way of the functioning mind in relation to the students understanding of the material, so that the lessons of the mastery against the material is presented more easily and effectively. Thus the process of teaching and learning that work well, if supported by a factor of psychological factors of the students. In this case, there are many different models of classification division of the various psychological factors that are necessary in the learning activities.

## h. Conceptual Framework

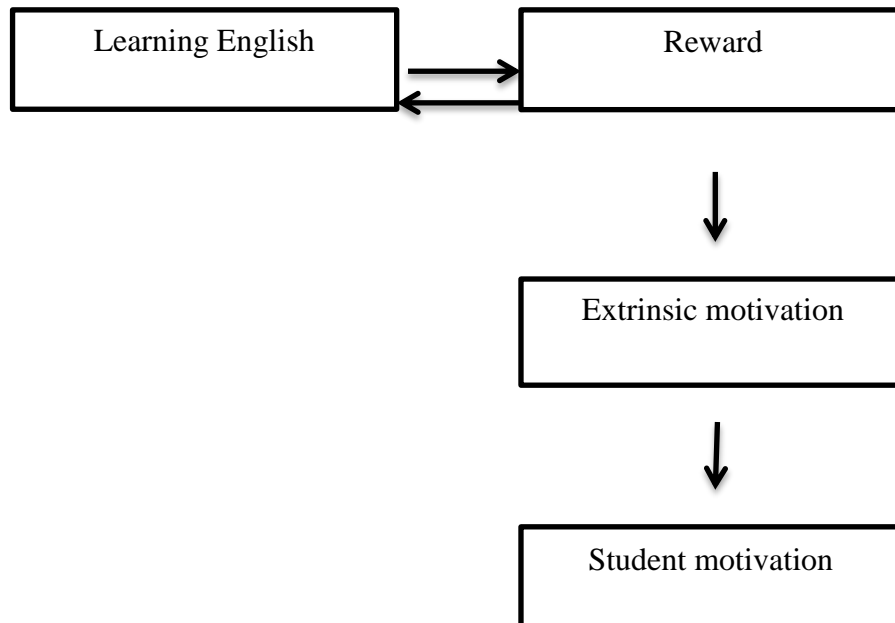


Figure 2.1: Conceptual Framework

In this study, researcher learnt about how the teachers' strategies to increase the students motivation in learning english by using reward. The reward was one of the kinds of exstrinsic motivation. Then, the researcher showed the result of percentage whether the reward could encorage the students' motivation in learning English.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

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

The researcher applied descriptive qualitative method. The purpose of this method was to describe systematically facts and characteristic of a given population or area of interest, factually and accurately. The researcher selected the samples of respondents from a population and manage a standardized questionnaire to them was used to gather information on a population.

#### **B. Variables and Indicator**

##### **1. Dependent Variables**

Based on the scope dependent variable of the variable is focus on influence of giving reward on students' motivation in learning English.

##### **2. Independent Variable**

Based on the title, independent variable of this research is motivation in learning English.

##### **3. Indicator**

The indicator of the research was the finding of students motivation in learning English especially extrinsic motivation.

### C. Population and Sample

#### 1. Population

The populations of this research were eleventh grade students of SMAN 3 Barru and SMAN 1 Barru which was divided into two majors namely IIS and MIA

**Table 3.1 The Population of SMAN 3 BARRU**

NO	CLASS NAME	POPULATION
1	XI MIA 1	35
2	XI MIA 2	35
3	XI MIA 3	35
4	XI MIA 4	35
5	XI IIS 1	35
6	XI IIS 2	35
7	XI IIS 3	35
TOTAL		245

**Table 3.2 The Population of SMAN 1 BARRU**

NO	CLASS NAME	POPULATION
1	XI MIA I	36
2	XI MIA II	36
3	XI MIA III	36
4	XI MIA IV	36
5	XI MIA V	36

6	XI IIS I	36
7	XI IIS II	36
8	XI IIS III	36
9	XI IIS IV	36
10	XI IIS V	36
TOTAL		360

## 2. Sample

**Table 3.3 Sample of SMAN 3 BARRU AND SMAN 1 BARRU**

<b>Class</b>	<b>Major</b>	<b>Total Students</b>	<b>Total Students</b>	<b>Total Sample</b>
<b>XI</b>	<b>MIA 4</b>	<b>29</b>	<b>50</b>	<b>119</b>
<b>XI</b>	<b>IIS 3</b>	<b>21</b>		
<b>XI</b>	<b>MIA 4</b>	<b>36</b>	<b>69</b>	
<b>XI</b>	<b>IIS 5</b>	<b>33</b>		

This research used purposive sampling technique. Sugiyono (2011) stated that purposive sampling technique was a technique of taking sample data sources based on consideration or focus of a particular sample. The respondents were select by the total samples of one class in eleventh grade students in each schools. The total sample from two school were 119 students.

#### **D. Research Instrument**

The instrument of this research was questionnaire. The total of item in this questioner was 20. It was to find out the influence of reward toward students motivation in learning English.. Researcher function to selecting informants as a data source, data analysis, interpreting data and making conclusion upon its findings. The supporting elements were interview guides, observation, record tape and camera.

#### **E. Procedure of Collecting Data**

##### 1) Observation

Before giving questionnaire to the students, the researcher observe in the classroom, especially for the object of the research.

##### 2) Questionnaires

Questionnaire was a research instrument consisting of a series of questions (or other types of prompts) for the purpose of gathering information. The researcher distributed the questionnaire to the students by giving a check in the questionnaire based their opinion and feeling using positive statement. After the students completed answering the question, students submitted the questionnaire to the researcher.

##### 3) Interview

The researcher interviewed the students with guiding questions after the teacher finished in teaching. The question consisted of five



numbers. All of the questions asked about students feedback in learning English with using reward.

## **F. Technique and Data Analysis**

This research used Descriptive Qualitative research was a research that analyzing and collecting data that are interpretative or explanatory in nature based data that had been collected.

The data analyze by using following procedure :

### **1. Data Obtain from Questionnaire**

The collected data from the questionnaire analyzed by using percentage technique, the writer using the following.

Formula :

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

P = Percentage

F = The frequency of items

N = Total respondents

The writer gave questionnaire to the students to respond a series of statements by indicating whether one Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with each statement. Each response was associating with point value and individuals' score which was determined by summing with a point value of each statements. The point value was assigned to response the positive statements and negative statements.

**Table 3.4 Likert Scale**

ITEMS	SA	A	D	SD
Positive Statements	4	3	2	1
Negative Statements	1	2	3	4

To interpreted the students' motivation in learning English, the researcher used classification system. To point value for positive statement SA-4, A-3, D-2 and SD-1. Then, for negative statement SA-1, A-3, S-2, SD-1. The questionnaire employs 4 categories and rating score range from 20 to 100 in determining the level of students' motivation. The interval rating score of the students' responses can be showed in table follows :

No	Interval score	Classification
1	85-100	Very high
2	69-84	High
3	52-68	Moderate
4	36-51	Low
5	20-35	Very low

(Sugiyono, 2008)

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter discussed about the findings and discussion. The findings described about the result of the data collected from the questioner and discussion explain and interprets the findings. The result of the research will be described in the following description.

#### **A. Findings**

The influence of giving reward on students' motivation in learning English at senior high schools in Barru. Resulted of the study stated that the motivation of many students answers strongly agree and agree on the questions of related to the students' motivation in learning English.

The population was taken from two schools namely SMAN I and SMAN 2 Barru, the sample was two classes of eleventh grade students which was divided into science and social class.

The researcher used questionnaire as instrument method for collected the data. The researcher give questionnaire for the sample that consist of 20, that 10 items indicator of teacher, 4 items indicator of parents, 6 items indicator of environment. In gathering the data, the researcher use the following procedures; the first is the researcher give questionnaire to the sample of the research, the second is the researcher collected the questionnaire, the third is the researcher have conducted interviews with teachers in the field of English

language about the learning methods they used in learning English. The teacher said that providing a reward method for the teacher influences student learning motivation. After that analyzed the data, the fourth is the researcher classified the answers based on the questions, and the last is the researcher analyze the data and make conclusion.

The findings of the research deal with the scoring classification of the students' questionnaire for each item and result of the data findings found that:

**Table : 4. 1 Classification The Mean of Questionnaires**

Indicator	SMAN 1 BARRU		SMAN 3 BARRU	
	Science	Social	Science	Social
<b>TEACHER</b>	90	93,3	72,5	52,5
<b>PARENTS</b>	36	34	26,5	21
<b>ENVIRONMENT</b>	54	50	41.5	35.25

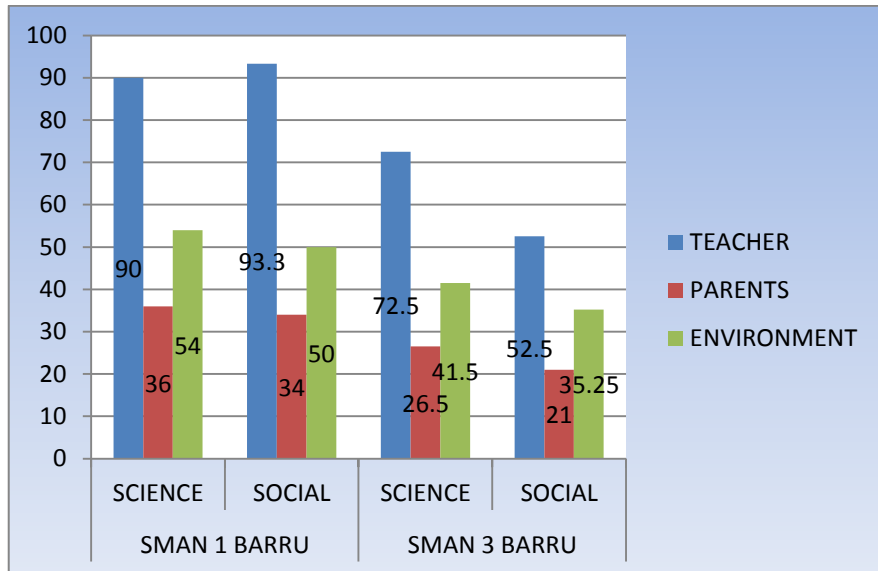
From the table above the indicator for teacher in SMAN 1 BARRU which was divided into two namely science and social major. It obtained that the mean score in science was 90 and 93,3 in social. Both were difference 3 points. It was categorized very high with interval score between 85-100. Thus, the researcher conclude that that the interpreted of students motivation in indicator of teacher was excellent. It can be seen of the interpreted of mean score was very high in social than science.

From the table above mean score for parents were 36 in science and 34 in social, they are difference two points. It could be seen that science was higher than social class. Both of them were categorized low. While the score of environment showed 54 in science and 50 in social. They both difference 3 points. So, it could inferred that the mean score in science was higher than social class including moderate categories.

The indicator for teacher in SMAN 3 BARRU was obtained 72,5 in science and 52,5 in social which difference two points. It could be interpreted that the mean score of science was categorized high while in social was categorized moderate.

Another mean score of indicator were parents from the table showed there were 26,5 in science and 21 of social class. The different of point was 5,5 point, both of two major include very low categories. While from the indicator of environment showed score in science 41,5 and for social 35,25, the different score was 6,3 it indicate that mean score in science higher than social and include low categories

**Figure 4.1 Column chart of The Influence of Giving Reward on Students Motivation in Learning English at Senior High Schools in Barru.**



Based on the data above, the researcher can conclude that the influence of giving reward on students motivation in learning English, it is proved by the respond of the students towards the statements in the questionnaire.

Based on the column chart above, the interpretation score of the influence of giving reward on students motivation in learning English in students of SMAN 1 Barru was 90 % in science and in social class 93,3 % from teacher indicator it categorized high than other indicator. For parents indicator the interpretation score showed that 36% in science and 34 % in social. The interpretation of environment indicator showed that 54% in science and 50% in social. Thus the researcher concluded that in SMA 1 Barru the highest score obtained by teacher indicator, environment indicator was middle and interpreted low in indicator of parents.

Meanwhile the interpretation score of SMAN 3 Barru. The score in teacher indicator showed 72,5% for science, 52,5 in social class. For parents indicator the interpretation score in science was 26,5% and 21% in social. The interpretation of environment indicator showed that 41,5 % in science and 35,32 % in social. Based on the result of questionnaires, the majority of the students had positive responses. Obtained highest categories in indicator of teacher, environment indicator was middle and interpreted low in indicator of parents

Based on the explanation above. Obviously, it can be seen that through giving reward to the student gave positive influences to the student motivation in learning English. From the three indicators showed the highest was teacher, the middle was environment and the lowest was parent.

## **B. Discussion**

In this part the researcher discussed the result of the data analysis that had been found from the research in accordance with the scope of this research. The discussion is intended to know the influence of giving reward on students motivation in learning English.

Based on the findings the research it was found that from the three indicators between teacher, environment, parents, the teacher was highest of all. It was supported by statement of Berliner (2011) said that the teacher are a major factor in motivating students, teacher has a role important role in learning activities because they will be parents of students during their stay in school. For environment indicator it supported on the

previous research Williams, M. and Burden, R. (1997) stated that learning was greatly influenced by environment in which it occurs. And for the indicator of parent especially family background plays a crucial role in development of students' academic motivation and achievement. Thus, it can be inferred from the three indicator was very important and necessary to motivated the student in learning English. There were connection between teacher, parents and environment in provided stimulus that has impact on students' enthusiasm to done activities.

#### Students motivation

Based on the data was collected to find out the influence of reward on students motivation in learning English. The questionnaire was given at the first meeting, after analyzed the questioner it can be seen that student had high motivation if the teacher giving reward.

According to Anthuis Michell (2013) Extrinsic rewards and intrinsic motivations do not have to mutually exclusive. Every student is different. Some may need that extra "push" of an extrinsic reward to get started, but the ultimate goal is for the student to read on his or her own volition.

Lestari, Meidi Citra (2018) conducted the research paper aimed to find out whether rewards and punishment improve students self confidence in speaking English. The researcher findings indicated that the application of rewards and punishment method was effective to improve students self-confidence in speaking English.



Furthermore according to Chan Chie Yuet (2008) was the study that examined about motivation and achievement. The findings indicated that there was positive relationship between motivational factors and academic achievement, the result also indicated that all the high, average and low achievers had strong extrinsic motivation.

From the data got here, the researcher concluded that each student has a different motivation in learning depending on the willingness to learn motivation and the teacher who becomes a role model in learning. reinforcement in the form of gave motivation is also needed by students such as praise, punishment, reinforcement in the form of touch because the power given by the teacher encourages student learning motivation. It same with Nasution (2010) explain that give number praise, and reward is type to give motivation in the school.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter consist of two sections, the first section dealt with conclusion of findings of the research and the other one deal with suggestion.

#### **A. Conclusion**

Based on the findings and discussion of this research, the researcher conclude that the influence of giving reward on students motivation in learning English was :

1. The application of using reward in SMA 1 Barru and SMA 3 Barru was very positive, the students always spirit to study English if the teacher give the students reward.
2. The students were very enthusiastic towards the teachers in study English if the teacher giving reward, and then make the student high motivation to learning English.

#### **B. Suggestion**

Based on the conclusion above, the researcher put suggestion as in the following points :

1. The teacher should keep used the way how to increase the students motivation in learning English such as used reward method.
2. The English teacher should know the students interest to decide what the best for the students in teaching applied in the class.

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# APPENDICES

## APPENDIX 1

### Questionnaire Of Student Motivation In Learning English

Note: **1 = Strongly Disagree (SD) Sangat tidak setuju**

**2 = Disagree (D) Tidak setuju**

**3 = Agree (A) Setuju**

**4 = Strongly Agree (SA) Sangat Setuju**

**Answer the question below be honestly, by choosing four categories SA(Strongly agree), A (Agree),D (Disagree), SD (Strongly Disagree).!**

No		SA	A	D	SD
1	Every time the student answer the question correctly, the teachers give school stuff. (Guru memberikan alat-alat tulis setiap siswa bisa menjawab pertanyaan).				
2	The teacher gives the book to the student who are doing assignments in front of the class. (Guru memberi pulpen kepada siswa yang mengerjakan tugas di depan kelas).				
3	The teacher always gives encouragement when students get learning difficulties (Guru selalu memberikan semangat ketika siswa mendapat kesulitan belajar)				
4	The teacher gives the applause when I success to answer the question. (Guru memberikan tepuk tangan saat saya berhasil menjawab pertanyaan).				

5	<p>The teacher give applause even though I less right answering the question in front of the class.</p> <p>(Guru memberikan tepuk tangan walau saya kurang tepat menjawab pertanyaan didepan kelas).</p>				
6	<p>I'm glad rewarded because it can answer questions of the teacher.</p> <p>(Saya senang diberi hadiah karena dapat menjawab pertanyaan dari guru)</p>				
7	<p>I get more excited if the teacher give a gift.</p> <p>(Saya lebih semangat jika guru memberi hadiah)</p>				
8	<p>Given the gift motivates me more interested to learning english</p> <p>(Dengan adanya hadiah akan membuat saya lebih tertarik belajar bahasa inggris).</p>				
9	<p>I am pleased with good words such as good, you're great, amazing, well, you're smart. When I dare raised a hand to answer the question.</p> <p>(Saya senang dengan perkataan-perkataan yang baik seperti "hebat!" "luar biasa", "baik sekali", "kamu pintar" ketika saya berani mengangkat tangan untuk menjawab pertanyaan).</p>				
10	<p>I am unpleasant with good words such as good, you're great, amazing, well,</p>				

	<p>you're smart. When I raised up hand confidently to answer the question.</p> <p>(Saya tidak senang dengan perkataan-perkataan yang baik seperti "hebat!" "luar biasa", "baik sekali", "kamu pintar" ketika saya berani mengangkat tangan untuk menjawab pertanyaan).</p>				
11	<p>(My parents always giving out impulse and the spirit of learning)</p> <p>Orang tua saya selalu memberikan dorongan dan semangat belajar</p>				
12	<p>(My time for learn and play is set by my parents)</p> <p>Waktu belajar dan bermain saya diatur oleh orangtua</p>				
13	<p>(Parents are always asked about my activities of learning every day)</p> <p>Orangtua selalu bertanya tentang kegiatan belajar yang saya ikuti di sekolah setiap harinya.</p>				
14	<p>(My homework that given by the teacher always examined by my parents)</p> <p>PR yang diberikan oleh guru, selalu diperiksa oleh orang tua</p>				
15	<p>(I'm excited to follow the English lesson because of the school provide a complete books)</p> <p>Saya bersemangat mengikuti pelajaran bahasa inggris karena sekolah menyediakan buku paket dengan lengkap</p>				



16	(I have a good relations with friends) Saya mempunyai hubungan baik dengan teman-teman				
17	(I'm glad studying in the class because my friend hyped up in the learning) Saya senang belajar didalam kelas karena teman saya sangat antusias dalam belajar				
18	(the condition of the school makes me comfortable because clean and beautiful) Keadaan gedung sekolah membuat saya merasa nyaman karena bersih dan asri				
19	(I'm glad study at school because a complete facilities) Saya senang belajar di sekolah karena fasilitas yang memadai				
20	(I'm glad when at time teacher explain the material, a quite atmosphere of the class) Saya senang apabila pada saat guru menerangkan materi, suasana kelas tenang.				

## APPENDIX II

**TABEL TABULASI IIS 3 SMAN 3  
BARRU**

NO	RESPONDEN	XI																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	HERAWATI B	4	2	4	4	4	4	4	4	4	1	3	1	3	1	4	4	4	4	4	4
2	ALIAH TRI SANIAH	3	3	4	4	4	4	4	3	2	3	2	3	3	4	3	3	4	4	4	4
3	SULKIFLI	4	3	3	3	2	3	4	4	3	4	1	3	3	3	3	4	4	4	4	3
4	MUSNAWATI	3	3	4	4	4	4	2	4	2	4	4	4	4	4	4	4	4	4	4	4
5	ALYA MUTIAH	4	4	4	4	3	4	3	4	2	4	3	4	4	4	3	4	4	4	4	4
6	ADAM AFIF IBRAHIM	3	2	4	4	3	4	3	3	3	3	2	4	3	4	3	2	4	4	2	2
7	HALKI	3	3	3	3	3	4	2	3	3	3	3	3	3	3	3	3	3	3	3	3
8	FIRMANSYAH ADE PUTRA	3	4	4	4	4	3	4	4	4	4	3	3	3	3	3	3	3	3	4	4
9	SAENAL	1	3	3	4	3	4	3	3	3	3	4	4	4	3	3	4	3	4	3	3
10	SYAHRUL	3	3	3	4	3	2	1	1	4	1	4	1	1	3	4	4	4	4	3	2
11	ROMI SAPUTRA	3	4	4	3	2	4	4	3	2	4	2	4	3	3	2	3	4	4	4	3
12	FATMAWATI	4	4	4	4	4	4	4	4	4	1	4	4	4	3	4	4	4	4	4	4
13	ISKANDAR	3	4	4	4	4	3	4	4	2	2	2	2	2	2	2	2	2	2	2	2
14	MUH.MIFTAHUL RAMADAN	1	3	4	4	4	3	2	1	4	1	4	3	4	3	4	4	4	4	4	4
15	KARTINI	4	4	4	4	4	4	4	4	4	4	1	4	1	4	1	4	4	4	4	4
16	SATRIA	3	3	3	4	4	4	2	2	2	2	3	3	3	3	3	4	4	3	4	4
17	AMIRUDDIN	4	4	4	3	4	3	3	2	2	3	3	1	2	1	2	4	4	2	2	4
18	FITRI AMALIA	3	3	3	4	4	3	4	3	3	2	4	4	4	4	4	4	3	4	4	4
19	MEGA SUKMA	4	4	4	4	4	3	3	4	4	2	4	4	4	4	4	4	3	4	4	4
20	NURUL JANNAH	4	4	4	4	4	3	3	3	4	2	4	4	3	4	4	3	3	4	3	4
21		4	4	4	4	4	4	3	3	4	1	4	4	4	4	4	4	4	3	3	4

**TABEL TABULASI MIPA III SMA 1 BARRU**

NO	RESPONDEN	XI																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	A. NUR IHSANIYAH	4	2	4	4	3	4	3	3	4	1	4	3	4	3	4	4	4	4	3	4
2	AGUS DWI SAPUTRA	3	2	3	3	2	3	3	3	3	2	3	2	2	2	2	2	2	3	2	3
3	AHMAD FADILA	4	4	4	3	3	4	4	3	3	1	3	2	4	2	3	4	3	3	3	3
4	AINUL YAQIN	4	3	3	4	4	4	3	3	4	1	4	3	2	2	3	4	4	3	2	3
5	AISYAH	4	4	4	4	2	4	4	4	3	1	4	2	3	2	4	4	4	4	4	4
6	AKBAR	4	3	4	3	3	2	2	3	1	1	3	3	3	3	3	3	3	3	3	3
7	ANDI ISNA IRAWATI	4	4	4	4	4	4	4	3	4	1	4	3	3	3	4	4	4	3	3	4
8	ANDI FADIYAH DINIYAH FAJAR	4	4	4	4	4	4	3	3	3	1	4	2	3	2	3	4	3	4	4	4
9	ANGELINA STEFANY RNDUK	4	4	3	4	4	4	4	4	4	3	4	2	3	2	4	3	3	4	3	4
10	ASRINA. S	4	4	4	4	3	4	3	4	3	1	4	1	4	2	3	4	4	4	4	4
11	ASYRAF DAHLAN	1	1	4	4	3	1	1	4	4	1	4	4	4	3	4	4	4	4	4	4
12	AZHAR PRATAMA	4	4	4	4	3	4	4	4	4	1	4	3	4	2	4	3	3	4	3	3
13	DHEDE KURNIA RAMADHAN	3	2	3	4	4	3	2	3	3	4	2	3	3	3	2	2	2	1	3	1
14	FADILLAH MAHARANI RIFAI	4	4	4	4	4	4	4	4	4	1	4	1	4	2	3	4	4	4	3	4
15	FAUSIAH HASAN	4	4	4	4	4	4	4	4	4	1	4	1	3	2	3	4	3	3	4	4
16	KHARISMA PUTRI	4	4	4	4	4	3	4	4	2	4	1	4	1	3	2	3	4	4	3	3
17	M. ABIL AQRAM ALFARIDZY	4	4	4	4	4	4	4	4	4	1	4	3	3	2	3	4	3	4	3	4
18	M. AKRAM FAUZAN	3	2	3	3	1	4	4	1	3	2	4	3	4	3	1	1	1	1	1	2
19	MUH. AFIFUL AKRAM	4	2	4	3	3	4	3	4	3	2	4	3	2	2	2	2	1	1	1	4
20	MUH. AINUR LUTHFI	2	3	3	4	4	4	4	2	3	1	4	1	2	1	3	4	1	4	3	4
21	MUHAMMAD SULAEMAN NOPYANDI	3	3	4	3	4	3	2	2	3	2	3	3	2	3	3	4	3	3	4	2
22	MUSTIKA BASRI	2	2	2	4	4	4	3	3	4	2	4	3	2	3	4	3	4	4	4	4
23	MUTIARA	4	3	4	4	3	4	3	3	4	2	4	3	3	3	3	3	4	3	3	4

24	NADILAH SAPITRI NAFSIR	4	4	4	4	4	3	3	3	4	1	4	2	3	2	3	4	3	4	4	4
25	NADILLAH USMAN	4	4	4	4	4	4	4	4	4	1	4	1	1	1	4	4	2	4	4	4
26	NURUL ISMI JAMAL	3	1	4	4	3	4	4	1	1	1	4	2	2	1	4	4	3	4	4	4
27	NURUL HIDAYAH	4	4	4	4	4	4	4	4	4	1	4	3	4	2	3	4	4	3	3	2
28	PRETIA	4	4	4	4	4	4	4	4	4	2	4	3	4	2	2	4	3	3	2	3
29	PUTRI ALIFIYAH SALSABILA	4	3	4	4	4	4	4	4	4	1	4	2	2	2	3	4	3	3	3	3
30	RAHMAT JUFRI	3	2	3	3	1	4	4	1	3	2	4	3	3	3	1	1	1	1	1	2
31	REZKI AULIAH AKSA	4	4	4	3	3	3	3	3	3	1	3	2	2	2	3	4	3	3	3	4
32	SARTIKA	4	3	3	4	4	4	4	4	3	1	4	1	2	1	3	3	3	3	3	4
33	SRI YULIAH MAHARANI ISHAK	4	4	3	3	3	4	4	4	4	1	4	1	3	2	3	4	3	4	4	4
34	STEVIE JOHANIS MANUHUTU	3	2	3	3	1	3	3	3	3	2	3	2	2	2	2	1	3	1	1	3
35	SYAHFITRI ANGGITA	4	4	4	4	4	4	4	4	4	1	4	1	4	1	3	4	3	4	4	4
36	SYARIF HIDAYATULLAH	4	4	4	4	4	4	4	4	4	1	4	2	3	3	3	4	4	4	4	4

#### TABEL TABULASI IIS 5 SMA 1 BARRU

NO	RESPONDEN	XI																				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	ADNAN ALIF FERINDA	3	3	4	3	4	4	4	4	4	3	4	4	2	3	1	4	4	3	3	4	4
2	AFIVAH SYAHRA NABILA	1	3	4	3	3	4	4	4	4	4	4	4	4	2	4	4	2	2	2	2	2
3	AHMAD	3	3	4	3	2	3	4	3	3	1	3	2	3	1	2	4	3	4	4	4	4
4	AHMAD IYANK ANGGA	2	2	1	2	3	3	2	2	1	4	1	2	1	2	2	1	1	1	2	1	1
5	AINUN RAHMADANA PUTRI	2	2	4	4	4	2	2	2	4	3	4	3	3	3	3	4	3	3	2	3	3
6	ALFYAN SAPUTRA	2	2	2	3	3	2	2	3	2	2	3	3	3	2	3	2	2	3	3	3	2
7	ANDI MUHAMMAD GALILIPU SAMANG	3	2	3	2	2	2	2	2	3	2	2	3	2	2	2	3	2	2	3	3	3

	<b>ANDI YESSY HARVINA RAKHMAN</b>																				
<b>8</b>	<b>PUTRI</b>	3	3	4	4	3	3	4	3	4	4	3	3	3	3	2	3	3	3	3	3
<b>9</b>	<b>ANDI YULIA RAKHMAN PUTRI</b>	2	4	3	3	3	2	4	1	3	2	3	3	3	2	3	3	3	3	3	3
<b>9</b>	<b>ANNISA AULIA</b>	3	2	4	3	3	4	4	4	4	1	4	4	4	3	3	3	3	4	4	4
<b>10</b>	<b>ARTIA MAULIA</b>	4	3	3	3	2	3	2	1	3	2	3	3	3	1	3	3	3	3	3	3
<b>11</b>	<b>BABY SHAKIRA WADINDA PERMANA</b>	3	3	3	4	4	4	4	4	4	1	4	3	4	4	3	4	3	3	3	4
<b>12</b>	<b>DWI HASTINA</b>	3	4	4	4	3	3	2	2	4	2	4	1	3	1	3	4		3	4	3
<b>13</b>	<b>FEBBY FEBRIANTHY MANSUR</b>	3	3	3	3	3	3	3	2	3	3	3	3	2	2	2	3	2	2	2	2
<b>14</b>	<b>FIRMANSYAH</b>	2	2	3	4	4	2	2	2	4	1	1	1	1	1	4	4	2	2	2	4
<b>15</b>	<b>GITA ANANDA PUTRI</b>	3	3	4	4	4	3	3	3	4	4	2	4	3	3	3	4	4	4	4	4
<b>16</b>	<b>JASMAN</b>	4	4	4	3	4	3	3	4	1	3	2	3	3	4	4	3	2	3	3	2
<b>17</b>	<b>KHAIRUN ANUGRAH RAMADHANI</b>	2	2	2	4	4	2	2	2	2	3	4	4	3	2	2	4	3	3	3	4
<b>18</b>	<b>M. CHAIRIL ANWAR</b>	3	3	3	3	3	3	3	3	3	3	3	3	2	2	2	3	2	3	3	3
<b>19</b>	<b>MUH. AGIL SAPUTRO</b>	2	2	3	3	3	3	2	2	3	4	4	2	3	2	1	1	4	4	4	4
<b>20</b>	<b>MUH. REZKY M</b>	1	2	3	3	3	3	2	2	3	2	3	3	3	3	3	3	3	3	3	3
<b>21</b>	<b>MUHAMMAD NOPRI RAMADHANI</b>	2	2	3	3	3	3	3	3	3	3	3	3	3	3	2	3	2	3	3	3
<b>22</b>	<b>NUR ALIFIAH AMIRUDDIN</b>	3	4	4	4	3	3	2	2	4	2	4	2	3	2	4	4	3	3	3	3
<b>23</b>	<b>NUR HASIMIYAH</b>	1	1	1	1	1	1	1	1	1	1	4	1	4	1	4	3	1	1	2	2
<b>24</b>	<b>NURUL FAADLYAH FARDY</b>	3	2	4	4	4	4	2	4	1	1	4	4	4	2	4	4	4	4	4	4
<b>25</b>	<b>RABIAH AL ADAAWIYAH</b>	2	3	3	3	3	3	3	3	3	2	3	2	3	2	1	3	3	3	3	3
<b>26</b>	<b>RIFKA AMALIAH Z.</b>	1	3	3	3	3	2	1	1	4	1	4	1	4	4	1	4	4	4	4	3
<b>27</b>	<b>RIFQATUL JANNAH</b>	3	3	4	4	3	4	2	2	4	1	4	3	3	3	3	4	3	3	3	4
<b>28</b>	<b>RIKY WIJAYA DEDI ADRIANSYAH USRI</b>	1	3	3	3	3	2	1	1	4	1	4	1	4	4	1	4	4	4	4	3
<b>29</b>	<b>RISKI RAMADANI</b>	2	2	3	3	3	2	2	2	3	2	3	2	3	3	3	3	3	3	3	3
<b>30</b>	<b>SAFITRI TAJUDDIN A</b>	3	2	4	3	3	3	4	4	4	1	4	3	4	4	3	4	3	2	3	4
<b>31</b>	<b>SAHDAN</b>	3	3	4	3	2	3	4	2	3	2	3	3	3	1	2	4	3	4	4	4

32	ANDI NUR CIQHI	VIQHI	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
33	YAN ADRIAN ARISTADI		2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

**TABEL TABULASI XI MIA 4 SMAN 3 BARRU**

NO	RESPONDEN	XI																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	ADRIAN	3	3	3	3	2	3	3	1	3	4	3	3	4	3	2	3	3	2	3	3
2	ARHAM JUMARDIN	2	2	3	3	3	2	4	3	4	2	4	3	3	1	2	3	3	1	3	3
3	ILHAM ADZIKRAH	2	2	3	3	3	2	2	2	3	1	3	3	2	2	4	3	3	3	3	4
4	M. ARBA SULAIMAN	1	1	2	3	3	1	4	4	4	1	4	2	2	2	2	3	1	1	2	1
5	MUH. AKIL FADLI A	1	1	3	3	4	4	3	3	2	2	1	1	3	3	3	3	1	1	2	2
6	MUH. FAJAR RAMADANI	2	2	3	3	3	1	3	2	3	2	4	2	3	2	3	4	3	2	2	4
7	MUHAMMAD RIFAI	2	2	3	3	2	2	4	4	4	1	3	3	3	3	3	4	2	2	3	3
8	TONI ANDRIAWAN	3	4	4	3	3	1	1	3	2	3	2	4	2	3	3	2	4	3	2	2
9	ANDI DARHAN TIARA	1	1	3	3	3	1	3	3	3	2	4	1	2	2	3	4	3	3	3	3
10	ANNISA ADEWIAH	4	3	4	3	1	3	4	3	4	2	4	3	3	3	3	3	3	4	4	4
11	CHAIRUN MUKIMAH	2	2	3	3	3	3	2	1	4	2	3	2	2	2	3	4	4	2	3	4
12	DINI MARDHYANI	2	3	3	3	1	3	3	3	1	4	3	3	4	3	2	3	3	2	3	3
13	FITRIANI NYOMPA	2	2	1	1	3	2	3	3	3	2	1	3	2	2	1	1	1	1	3	1
14	HASRIDA	1	1	3	3	3	4	4	3	4	1	3	3	3	2	3	4	3	3	3	3
15	IZZA FARHANA	2	2	4	4	4	2	4	2	3	2	4	2	4	4	3	4	4	4	4	4
16	KHADAR RACHMADANI MUIS	4	3	2	3	3	4	4	2	2	1	3	2	3	3	3	3	4	3	3	3
17	KHAIRUNNISA	2	3	3	2	2	3	4	4	3	3	2	1	1	3	3	4	4	3	3	3
18	MUTIARA NUR	1	1	2	3	3	2	2	3	3	2	4	1	2	2	3	3	3	3	3	3

<b>19</b>	<b>NUR AZISAH</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>4</b>
<b>20</b>	<b>NUR HIKMA SAPHIRA</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>
<b>21</b>	<b>NUR FATIMAH</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>22</b>	<b>NUR HIDAYAH</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>
<b>23</b>	<b>NURUL FAJRI</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>
<b>24</b>	<b>PUTRI FATIKA SARI</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>
<b>25</b>	<b>RIKA</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>4</b>
<b>26</b>	<b>RIKA JAYANTI</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>4</b>
<b>27</b>	<b>SRI ASTUTI SUSIAWATI</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>
<b>28</b>	<b>ULFIAH FAJRIANI</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>4</b>
<b>29</b>	<b>WIDYACAHYA WULANDARI</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>

### APPENDIX III

**TABEL PERTANYAAN 1**

OPTION	VALUE	FREKUENSI				SKOR				PERSENTASE			
		SMA 1		SMA 3		SMA 1		SMA 3		SMA 1		SMA 3	
		IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS
SA	4	26	2	3	9	104	8	12	36	72	5.9	10.3	43
A	3	7	15	3	10	21	45	9	30	19	44	10.3	48
D	2	2	12	13	0	4	24	26	0	5.6	35	44.8	0
SD	1	1	5	10	2	1	5	10	2	2.8	15	34.5	9.5
		36		34		29		21		100		100	

**PERTANYAAN  
KE 2**

OPTION	VALUE	FREKUENSI				SKOR				PERSENTASE			
		SMA 1		SMA 3		SMA 1		SMA 3		SMA 1		SMA 3	
		IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS
SA	4	19	4	2	10	76	16	8	40	53	12	6.9	48
A	3	7	14	6	9	21	42	18	27	19	41	20.7	43
D	2	8	15	11	2	16	30	22	4	22	44	37.9	9.5
SD	1	2	1	10	0	2	1	10	0	5.6	2.9	34.5	0
		36		34		29		21		100		100	



**PERTANYAAN  
KE 3**

OPTION	VALUE	FREKUENSI				SKOR				PERSENTASE			
		SMA 1		SMA 3		SMA 1		SMA 3		SMA 1		SMA 3	
		IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS
SA	4	25	14	8	15	100	56	32	60	69	41	27.6	71
A	3	10	16	17	6	30	48	51	18	28	47	58.6	29
D	2	1	2	3	0	2	4	6	0	2.8	5.9	10.3	0
SD	1	0	2	1	0	0	2	1	0	0	5.9	3.45	0
		36	34	29	21					100			

**PERTANYAAN KE 4**

OPTION	VALUE	FREKUENSI				SKOR				PERSENTASE			
		SMA 1		SMA 3		SMA 1		SMA 3		SMA 1		SMA 3	
		IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS
SA	4	26	10	6	17	104	40	24	68	72	29	21	81
A	3	10	21	21	4	30	63	63	12	28	62	72	19
D	2	0	2	1	0	0	4	2	0	0	5.9	3.4	0
SD	1	0	1	1	0	0	1	1	0	0	2.9	3.4	0
		36	34	29	21					100	100	100	100

**PERTANYAAN KE 5**

OPTION	VALUE	FREKUENSI				SKOR				PERSENTASE			
		SMA 1		SMA 3		SMA 1		SMA 3		SMA 1		SMA 3	
		IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS
SA	4	20	8	6	14	80	32	24	56	56	24	21	67
A	3	11	21	15	5	33	63	45	15	31	62	52	24
D	2	2	4	6	2	4	8	12	4	5.6	12	21	9.5
SD	1	3	1	2	0	3	1	2	0	8.3	2.9	6.9	0
		36	34	29	21					100	100	100	100

**PERTANYAAN KE 6**

OPTION	VALUE	FREKUENSI				SKOR				PERSENTASE			
		SMA 1		SMA 3		SMA 1		SMA 3		SMA 1		SMA 3	
		IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS
SA	4	27	6	6	12	108	24	24	48	75	18	21	57
A	3	7	18	6	8	21	54	18	24	19	53	21	38
D	2	1	9	10	1	2	18	20	2	2.8	26	34	4.8
SD	1	1	1	7	0	1	1	7	0	2.8	2.9	24	0
		36	34	29	21					100	100	100	100

**PERTANYAAN 7**

OPTION	VALUE	FREKUENSI				SKOR				PERSENTASE			
		SMA 1		SMA 3		SMA 1		SMA 3		SMA 1		SMA 3	
		IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS
SA	4	21	9	15	9	84	36	60	36	58.33	26.47	51.72	42.86
A	3	11	8	10	7	33	24	30	21	30.56	23.53	34.48	33.33
D	2	3	14	3	4	6	28	6	8	8.333	41.18	10.34	19.05
SD	1	1	3	1	1	1	3	1	1	2.778	8.824	3.448	4.762

36      34      29      21

**PERTANYAAN 8**

OPTION	VALUE	FREKUENSI				SKOR				PERSENTASE			
		SMA 1		SMA 3		SMA 1		SMA 3		SMA 1		SMA 3	
		IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS
SA	4	18	7	10	9	72	28	40	36	50	20.59	34.48	42.86
A	3	13	9	12	8	39	27	36	24	36.11	26.47	41.38	38.1
D	2	2	13	5	2	4	26	10	4	5.556	38.24	17.24	9.524
SD	1	3	5	2	2	3	5	2	2	8.333	14.71	6.897	9.524

36      34      29      21

**PERTANYAAN 9**

OPTION	VALUE	FREKUENSI				SKOR				PERSENTASE			
		SMA 1		SMA 3		SMA 1		SMA 3		SMA 1		SMA 3	
		IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS
SA	4	19	4	13	9	76	16	52	36	52.78	11.76	44.83	42.86
A	3	14	2	11	5	42	6	33	15	38.89	5.882	37.93	23.81
D	2	1	15	3	7	2	30	6	14	2.778	44.12	10.34	33.33
SD	1	2	13	2	0	2	13	2	0	5.556	38.24	6.897	0
		36	34	29	21								

**PERTANYAAN 10**

OPTION	VALUE	FREKUENSI				SKOR				PERSENTASE			
		SMA 1		SMA 3		SMA 1		SMA 3		SMA 1		SMA 3	
		IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS
SA	4	2	6	3	6	8	24	12	24	5.556	17.65	10.34	28.57
A	3	1	8	4	5	3	24	12	15	4.167	23.53	13.79	23.81
D	2	9	10	10	5	18	20	20	10	25	29.41	34.48	23.81
SD	1	24	10	12	5	24	10	12	5	66.67	29.41	41.38	23.81
		36	34	29	21								

**PERTANYAAN 11**

OPTION	VALUE	FREKUENSI				SKOR				PERSENTASE			
		SMA 1		SMA 3		SMA 1		SMA 3		SMA 1		SMA 3	

		IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS
SA	4	28	15	13	9	112	60	52	36	77.78	44.12	44.83	42.86
A	3	6	14	11	6	18	42	33	18	16.67	41.18	37.93	28.57
D	2	1	3	3	4	2	6	6	8	2.778	8.824	10.34	19.05
SD	1	1	2	2	2	1	2	2	2	2.778	5.882	6.897	9.524
		36	34	29	21								

**PERTANYAAN 12**

OPTION	VALUE	FREKUENSI				SKOR				PERSENTASE			
		SMA 1		SMA 3		SMA 1		SMA 3		SMA 1		SMA 3	
		IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS
SA	4	2	5	2	11	8	20	8	44	5.556	14.71	6.897	52.38
A	3	15	17	14	6	45	51	42	18	41.67	50	48.28	28.57
D	2	11	7	8	1	22	14	16	2	30.56	20.59	27.59	4.762
SD	1	8	5	5	3	8	5	5	3	22.22	14.71	17.24	14.29
		36	34	29	21								

**PERTANYAAN 13**

OPTION	VALUE	FREKUENSI				SKOR				PERSENTASE			
		SMA 1		SMA 3		SMA 1		SMA 3		SMA 1		SMA 3	
		IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS
SA	4	10	8	7	8	40	32	28	32	27.78	23.53	24.14	38.1
A	3	13	21	12	9	39	63	36	27	36.11	61.76	41.38	42.86
D	2	11	3	9	2	22	6	18	4	30.56	31.03	31.03	9.524

SD	1	2	2	1	2	2	2	1	2	5.556	5.882	3.448	9.524
		36	34	29	21								

**PERTANYAAN 14**

OPTION	VALUE	FREKUENSI				SKOR				PERSENTASE			
		SMA 1		SMA 3		SMA 1		SMA 3		SMA 1		SMA 3	
		IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS
SA	4	0	5	5	9	0	20	20	36	0	14.71	17.24	42.86
A	3	12	10	11	9	36	30	33	27	33.33	29.41	37.93	42.86
D	2	19	12	10	1	38	24	20	2	52.78	35.29	34.48	34.48
SD	1	5	7	3	2	5	7	3	2	13.89	20.59	10.34	9.524
		36	34	29	21								

**PERTANYAAN 15**

OPTION	VALUE	FREKUENSI				SKOR				PERSENTASE			
		SMA 1		SMA 3		SMA 1		SMA 3		SMA 1		SMA 3	
		IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS
SA	4	9	7	7	9	36	28	28	36	25	20.59	24.14	25
A	3	19	14	17	19	57	42	51	57	52.78	41.18	58.62	52.78
D	2	6	9	4	6	12	18	8	12	16.67	26.47	13.79	16.67
SD	1	2	4	1	2	2	4	1	2	5.556	11.76	3.448	5.556

36      34      29      36

**PERTANYAAN 16**

OPTION	VALUE	FREKUENSI				SKOR				PERSENTASE			
		SMA 1		SMA 3		SMA 1		SMA 3		SMA 1		SMA 3	
		IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS
SA	4	23	16	14	14	92	64	56	56	63.9	47	48.28	66.67
A	3	7	15	13	5	21	45	39	15	19.4	44	44.83	23.81
D	2	3	1	1	2	6	2	2	4	8.33	2.9	3.448	9.524
SD	1	3	2	1	0	3	2	1	0	8.33	5.9	3.448	0

36      34      29      21

**PERTANYAAN 17**

OPTION	VALUE	FREKUENSI				SKOR				PERSENTASE			
		SMA 1		SMA 3		SMA 1		SMA 3		SMA 1		SMA 3	
		IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS
SA	4	12	6	7	14	48	24	28	56	33.3	18	24.14	66.67
A	3	17	18	14	6	51	54	42	18	47.2	53	48.28	28.57
D	2	3	8	4	1	6	16	8	2	8.33	24	13.79	4.762
SD	1	4	2	4	0	4	2	4	0	11.1	5.9	13.79	0

36      34      29      21

**PERTANYAAN 18**

OPTION	VALUE	FREKUENSI				SKOR				PERSENTASE			
		SMA 1		SMA 3		SMA 1		SMA 3		SMA 1		SMA 3	
		IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS
SA	4	18	8	4	15	72	32	16	60	50	24	13.79	71.43
A	3	13	19	12	4	39	57	36	12	36.1	56	41.38	19.05
D	2	0	5	8	2	0	10	16	4	0	15	27.59	9.524
SD	1	5	2	5	0	5	2	5	0	13.9	5.9	17.24	0

36      34      29      21

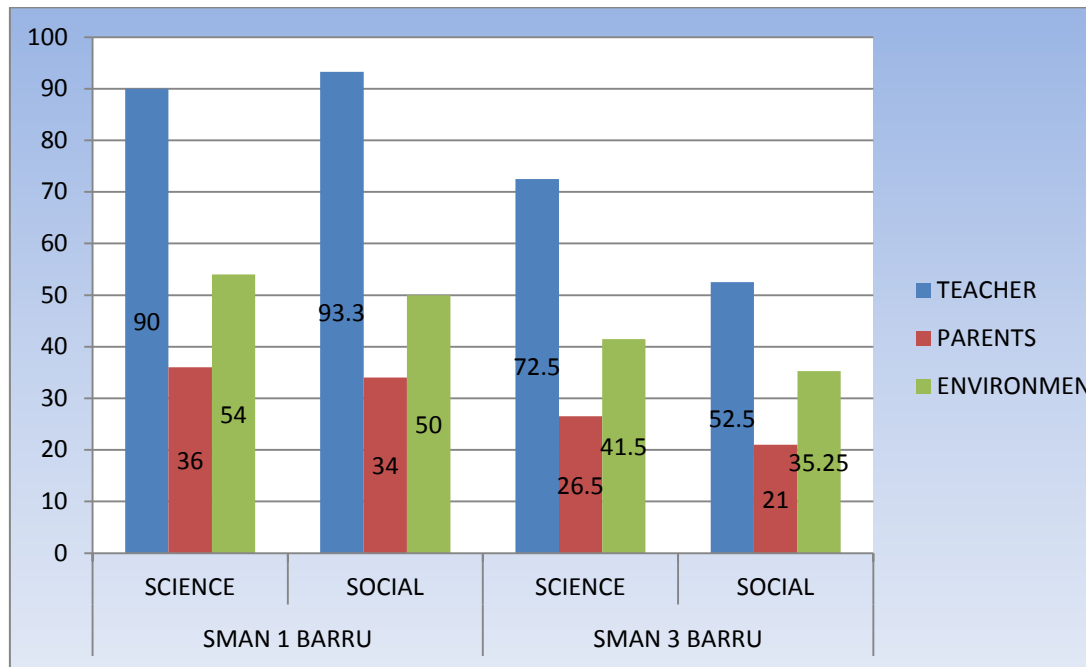
**PERTANYAAN 19**

OPTION	VALUE	FREKUENSI (f)				SCORE (f.x)				PERCENTAGE			
		SMA 1		SMA 3		SMA 1		SMA 3		SMA 1		SMA 3	
		IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS	IPA	IPS
SA	4	13	6	13	13	52	24	52	52	36	20	62	62
A	3	16	18	5	5	48	54	15	15	44	60	24	24
D	2	3	6	3	3	6	12	6	6	8.3	20	14	14
SD	1	4	0	0	0	4	0	0	0	11	0	0	0

36      30      21      21



### APPENDIX IV



INDICATOR	SMAN 1 BARRU		SMAN 3 BARRU	
	SCIENCE	SOCIAL	SCIENCE	SOCIAL
TEACHER	90	93.3	72.5	52.5
PARENTS	36	34	26.5	21
ENVIRONMENT	54	50	41.5	35.25

	SMA 1								SMA 3							
	IPA				IPS				IPA				IPS			
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
1	26	7	2	1	2	15	12	5	3	3	13	10	9	10	0	2
2	19	7	8	2	4	14	15	1	2	6	11	10	10	9	2	0
3	25	10	1	0	14	16	2	2	8	17	3	1	15	6	0	0
4	26	10	0	0	10	21	2	1	6	21	1	1	17	4	0	0
5	20	11	2	3	8	21	4	1	6	15	6	2	14	5	2	0
6	27	7	1	1	6	18	9	1	6	6	10	7	12	8	1	0
7	21	11	3	1	9	8	14	3	15	10	3	1	9	7	4	1
8	18	13	2	3	7	9	13	5	10	12	5	2	9	8	2	2
9	19	14	1	2	4	2	15	13	13	11	3	2	9	5	7	0
10	2	1	9	24	6	8	10	10	3	4	10	12	6	5	5	5

FREKUENSI TOTAL 203 91 29 37 70 132 96 42 72 105 65 48 110 67 23 10 1200  
PRESENTASI 16.92 7.58 2.42 3.08 5.83 11 8 3.5 6 8.75 5.42 4 9.17 5.58 1.92 0.83 100

	SMA 1								SMA 3							
	IPA				IPS				IPA				IPS			
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
11	28	6	1	1	15	14	3	2	13	11	3	2	9	6	4	2
12	2	15	11	8	5	17	7	5	2	4	8	5	11	6	1	3
13	10	13	11	2	8	21	3	2	7	12	9	1	8	9	2	2
14	0	12	19	5	5	10	12	7	5	11	10	3	9	9	1	2

																			TOTAL
FREKUENS	TOTAL																		
I	L	40	46	42	16	33	62	25	16	27	38	30	11	37	30	8	9		470
		8.5	9.7	8.9	3.40	7.02	13.1	5.31	3.40	5.74	8.08	6.3	2.3	7.8	6.3	1.70	1.91		
PERSENTASE		1	9	4	4	1	9	9	4	5	5	8	4	7	8	2	5		100

		SMA 1								SMA 3								
		IPA				IPS				IPA				IPS				
		SA	A	D	SD	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD	
	15	9	19	6	2	7	14	9	4	7	17	4	1	9	19	6	2	
	16	23	7	3	3	16	15	1	2	14	13	1	1	14	5	2	0	
	17	12	17	3	4	6	18	8	2	7	14	4	4	14	6	1	0	
	18	18	13	0	5	8	19	5	2	4	12	8	5	15	4	2	0	
	19	13	16	3	4	6	18	6	0	13	5	3	0	13	5	3	0	
	20	22	9	4	1	12	15	5	2	11	14	2	2	14	4	3	0	TOTAL
FREKUEN	TOTAL	97	81	19	19	55	99	34	12	56	75	22	13	79	43	17	2	723
SI		13.4	11.20	2.62	2.6	7.60	13.6	4.70	1.6	7.7	10.373	3.0	1.79	10.9	5.9474	2.35	0.2	
PERSENTASE		2	3	8	3	7	9	3	6	5	4	4	8	3	4	1	8	100



# UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT.

Jl. Sultan Alauddin No. 259 Telp. 866972 Fax (041) 865588 Makassar 90221 E-mail: [lp3m@umh.ac.id](mailto:lp3m@umh.ac.id)



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nomor : 8/Izn-5/C.4-VIII/IX/37/2018

Lamp : 1 (satu) Rangkap Proposal

Hal : Permohonan Izin Penelitian

19 Muharram 1440 H

29 September 2018 M

Kepada Yth,

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala UPT P2T BKPMD Prov. Sul-Sel

di -

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 01030/FKIP/A.1-II/IX/1440/2018 tanggal 29 September 2018, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : RAHMAYANI AKSA

No. Stambuk : 10535 5822 14

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

**"The Influence of Giving Reward on Students' Motivation in Learning English at Senior High Schools in Barru"**

Yang akan dilaksanakan dari tanggal 6 Oktober 2018 s/d 6 Desember 2018.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,

**Dr. Ir. Abubakar Idhan, MP.**

NBM 101 7716



PEMERINTAH PROVINSI SULAWESI SELATAN  
**DINAS PENDIDIKAN**

Jl. Perintis Kemerdekaan Km. 10 Tamalanrea Makassar Telepon 585257, 586083, Fax 584959 Kode Pos. 90245

Makassar, 10 Oktober 2018

Nomor : 867/4099/P.PTK-FAS/DISDIK  
Lampiran :  
Perihal : Izin Penelitian

Kepada  
Yth. Kepala SMA NEGERI 1 BARRU  
SMA NEGERI 3 BARRU  
di  
Barro

Dengan hormat, berdasarkan surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Sulawesi Selatan No. 7005/S.01/PTSP/2018 tanggal 01 Oktober 2018 Perihal Izin Penelitian oleh Mahasiswa Tersebut dibawah ini :

Nama : **RAHMAYANI AKSA**  
Nomor Pokok : 10535582214  
Progran Studi : Pend. Bahasa Inggris  
Pekerjaan / Lembaga : Mahasiswat(S1) UNISMUH, Makassar  
Alamat : Jl. Sultan Alauddin No.259, Makassar

Yang bersangkutan bermaksud untuk melakukan penelitian di SMA NEGERI 1 BARRU, SMA NEGERI 3 BARRU, dalam rangka penyusunan Skripsi dengan judul :

**"THE INFUENCE OF GIVING REWARD ON STUDENTS "MOTIVATIO IN LEARNING ENGLISH AT SENIOR HIGH SCHOOLS IN BARRU"**

Pelaksanaan : 06 Oktober s/d 06 Desember 2018

Pada Prinsipnya kami menerima dan menyetujui kegiatan tersebut, sepanjang tidak bertentangan dengan ketentuan dan perundang-undangan yang berlaku.

Demikian surat ini dibuat untuk dipergunakan sebagaimana mestinya.

u.n KEPALA DINAS PENDIDIKAN  
KEPALA BIDANG PPTK FASILITASI PAUD,  
+ DIKDAS, DIKTI DAN DIKMAS



**MELVIN SALAHUDDIN, SE, M.Pub.& Int.Law.Ph.D**

Pangkat: Penata Tk. 1

NIP. 19750120 200112 1 002

Tembusan:

1. Kepala Dinas Pendidikan Prov.Sulsel (Sebagai Laporan)
2. Kepala Cabang Dinas Pendidikan Wilayah VIII Pare-pare-Sidrap-Barro
3. Peninggal



**PEMERINTAH PROVINSI SULAWESI SELATAN  
DINAS PENDIDIKAN  
UPT SMA NEGERI I BARRU**

Alamat : Jln. Jend. Sudirman No. 32 Telp. (0427) 21067 Kab. Barru Fax. (0427)21067  
Email : smabar64@gmail.com

**SURAT KETERANGAN PENELITIAN**  
NOMOR: 422/309/ SMA.01-BR/2018

Berdasarkan Surat Kepala Dinas Pendidikan Provinsi Sulawesi Selatan Nomor: 867/4099/P.PTK-FAS/DISDIK, tanggal 10 Oktober 2018, perihal izin penelitian. Maka kepada yang tersebut namanya di bawah ini :

Nama : Rahmayani Aksa  
Nomor Pokok : 10535582214  
Program Studi : (S1) Pend. Bahasa Inggris  
Pekerjaan : Mahasiswa  
Alamat : Jl. Sultan Hasanuddin No. 259, Makassar

Benar telah melakukan penelitian pada SMA Negeri 1 Barru pada tanggal 06 Oktober s.d 06 Desember 2018, dalam rangka penyusunan Skripsi dengan judul :

**"THE INFUENCE OF GIVING REWARD ON STUDENTS MOTIVATION IN  
LEARNING ENGLISH AT SENIOR HIGH SCHOOLS IN BARRU"**

Demikian Surat Keterangan Penelitian ini dibuat untuk digunakan sebagaimana mestinya.

Barru, 24 Oktober 2018  
Kepala UPT SMAN I Barru

  
**Drs. H. UMAR. M. MM**  
Pangkat Pangkat Pembina Tingkat I  
NIP. 19630507 198903 1 018



PEMERINTAH PROVINSI SULAWESI SELATAN  
DINAS PENDIDIKAN  
UPT SMA NEGERI 3 BARRU

Alamat: Jl. Poros Pekkae-Soppeng, Kabupaten Barru

SURAT KETERANGAN PENELITIAN  
Nomor : 422.3/199/UPT SMA.03/BR/DISDIK

1. Yang bertanda tangan di bawah ini,

- a. Nama : Drs. H. MUHAMMAD ABIDIN., M.Pd  
b. Jabatan : Kepala Sekolah

Dengan ini menerangkan bahwa

- a. Nama : RAHMAYANI AKSA  
b. Nomor Pokok : 10535582214  
c. Program Study : Pend. Bahasa Inggris  
d. Pekerjaan / Lembaga : Mahasiswa (S.1) UNISMUH, Makassar  
e. Alamat : Jl. Sultan Alauddin No. 295, Makassar

Benar telah melaksanakan Penelitian pada SMA Negeri 3 Barru pada tanggal 06 Oktober s.d. 24 Oktober 2018 dalam rangka Penyusunan Skripsi dengan judul :

*"THE INFUENCE OF GIVING REWARD ON STUDENTS "MOTIVATION IN LEARNING ENGLISH AT SENIOR HIGH SCHOOLS IN BARRU".*

2. Demikian Surat keterangan Penelitian ini diberikan untuk dipergunakan sebagaimana mestinya

Barru, 24 Oktober 2018



Drs. H. MUHAMMAD ABIDIN., M.Pd  
Pembina Utama Muda  
NIP. : 19601114 198411 1 002





بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

KONTROL PELAKSANAAN PENELITIAN



Nama Mahasiswa : RAHMAYANI AKSA  
 NIM : 10535582214  
 Judul Penelitian : "THE INFLUENCE OF GIVING REWARD ON STUDENTS  
 MOTIVATION IN LEARNING ENGLISH AT SENIOR HIGH SCHOOLS  
 IN BARRU"  
 Tanggal Ujian Proposal : 5/9/2018  
 Tempat/Lokasi Penelitian : SMA NEGERI 1 BARRU DAN SMA NEGERI 3 BARRU

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru	Paraf Guru
1	Selasa, 16 Okt 2018	Membawa surat untuk Sekolah	SULHANA, I.Pd, MEd	
2	Senin, 22 Okt 2018	Pertemu dengan guru Mapel B. Inggris	Mr. Lasuhuro	
3	Selasa, 23 Okt 2018	Observasi	Mr. Lasuhuro	
4	Selasa, 23 Okt 2018	Membagi Questioner untuk Siswa	Mr. Lasuhuro	
5	Selasa, 23 Okt 2018	Interview	Mr. Lasuhuro	
6				
7				
8				
9				
10				

Selasa 23, Oktober ..... 2018

Mengetahui,



Ummi Khaerati Syam, S.Pd., M.Pd  
 NBM. 977.807







بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

KONTROL PELAKSANAAN PENELITIAN



Nama Mahasiswa : RAHMAYANI AKSA  
 NIM : 10535582214  
 Judul Penelitian : "THE INFLUENCE OF GIVING REWARD ON STUDENTS MOTIVATION IN LEARNING ENGLISH AT SENIOR HIGH SCHOOLS IN BARRU"  
 Tanggal Ujian Proposal : 5/9/2018  
 Tempat/Lokasi Penelitian : SMA NEGERI 1 BARRU DAN SMA NEGERI 3 BARRU

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru	Paraf Guru
1	Selasa, 16 Okt 2018	Membauro Surat Penelitian/Sekolah	Ali Rahman, S.Sos	
2	Senin, 22 Okt 2018	Bertemu dengan guru Mapel B. Inggris	Drs Azis Bouto, M.Pd	
3	Senin, 22 Okt 2018	Observasi	Drs Azis Bouto, M.Pd	
4	Selasa, 23 Okt 2018	Membagi Questioner untuk siswa	Drs Azis Bouto, M.Pd	
5	Rabu, 24 Okt 2018	Membagi Questioner untuk siswa	Drs Azis Bouto, M.Pd	
6	Kamis, 25 Okt 2018	Mengambil surat ket. selesai meeting	Novianachy	
7				
8				
9				
10				

Kamis, 25 Oktober 2018

Mengetahui,



Umma Sofarati Syam, S.Pd., M.Pd  
 NBM. 977 807



**APPENDIX V**  
**DOCUMENTATION**







## **CURRICULUM VITAE**



**Rahmayani Aksa**, was born in Barru, Regency of Barru, South Sulawesi on October, 4<sup>th</sup> 1996. She is the third child of Muhammad Aksa and Hj. Nurkaya S.Pd and have three sisters five brothers. Then She is a student of English Department in Muhammadiyah University of Makassar.

She studied at SDN Centre no 2 Bottoe, Barru Regency in 2008. Then she continued her study in SMP Negeri 1 Tanete Rilau Barru, she joined of PMR as extracurricular. and finished in 2011. She continued her study in SMA Negeri 3 Barru and join of Sanggar Seni Semut R'Community. Furthermore she finished in 2014 and was accepted in Muhammadiyah University of Makassar as a students of English Department.

During the study in Muhammadiyah University of Makassar. She joined Unit Kegiatan Mahasiswa Lembaga Kreativitas Ilmiah Mahasiswa Penelitian dan Penalaran (LKIM-PENA) 2015 until now, which gives a lot of experiences for her.