

**MOTIVATION AND ITS RELATIONSHIP
WITH READING ACHIEVEMENT
(A Survey at Junior High School No.6 Banda Aceh)**

THESIS

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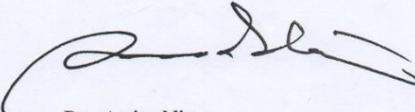
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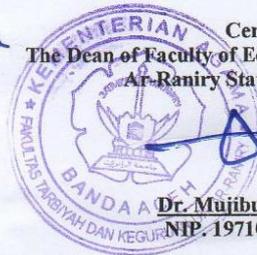
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Menyatakan bahwa sesungguhnya skripsi yang berjudul: Motivation and Its Relationship with Reading Achievement adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, sepenuhnya menjadi tanggung jawab saya.

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ABSTRACT

Extrinsic Motivation is a construct resulting in students' behavior that is encouraged by external rewards. There are many factors that could affect reading comprehension achievement. One of them is reading motivation. Reading motivation and comprehension are two main aspects of creating successful readers. The aim of this research is to investigate the relationship of students' motivation with their reading achievement. Ninety students were selected as the samples. The data were collected using MRQ questionnaires by Wigfeld Jhon and Guthrie (1996) and reading test which is adopted in English book by The ministry of Education and Culture of the Republic of Indonesia (2014). Pearson Product Moment were used to find out the correlation and influence between the two variables. The result showed that there was significant correlation between reading motivation and reading comprehension achievement with $r= 0.652$. It is meant that the relationship between reading motivation and reading achievement is high (93,48%). Additionally, female students (59%) had positive motivation than male students (41%).

Keywords: Extrinsic Motivation, Reading Comprehension, Achievement

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CHAPTER I

INTRODUCTION

In this chapter, the researcher explains the introduction of this study which consists of background of study, research questions, the aim of study, limitation of study, hypothesis, significant of study, and terminology.

1.1 Background of study

Nowadays, reading is a necessity for all people. It is undeniable that reading is considered as one of the important skills that should be mastered well by every language learner. For large number of people, mastering reading skill is the single most important aspect of learning a second or foreign language. The success of reading skill is measured base on the ability to understand the context of the language in a text. Beside, reading is the most critical skill future success at schools as well as for life. For example, Allah states in (Al-alaq 1-5)

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ① خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ② أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ③
الَّذِي عَلَّمَ بِالْقَلَمِ ④ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ⑤

Recite in the name of your Allah Who created, created man from a clot of congealed blood. Recite: and your Lord is Most Generous, Who taught by the pen. Taught man what he did not know. (Al- Alaq 96: 1-5). Based on the verse above, it can be seen the message from Allah *subhanahuwa ta'ala* is an obligation to read. Allah *subhanahuwa ta'ala* orders us to read, so we can get much knowledge.

It means that reading is very important. The people will get much information by reading.

However, of the four skills, that is, listening, speaking, reading, and writing, reading is considered by some as the most difficult skill because it calls for a great accuracy and background knowledge to produce an answer. Cathy (2002) explains that reading has five essential components. The five components are: First, phonemic awareness. Phonemic awareness is generally clarified as the idea that spoken words are comprised of confined units of sound that are combined when words are articulated. For example, hearing and saying that the word “cat” has three sounds, or phonemes /k/ /a/ /t/ is an example of phonemic awareness skill (NICHD, 2000) as cited in (Antunez, 2002). Second, phonics. Phonics is the understanding that there is a predictable relationship among graphemes (the letters and spellings that represent those sounds in written language) and phonemes (the sounds of spoken language). Readers use these relationships to identify familiar words and to decode unfamiliar ones. Phonics instruction is intended to assist young readers understand and use the alphabetic principle. The aim is to help children understand that there is a systematic and predictable relationship between written letters and spoken sounds (NICHD, 2000) as cited in Antunez (2002). Third, fluency. Fluency is the capability to read words accurately and directly. Fluent readers understand words and comprehend them simultaneously. Reading fluency is a critical factor necessary for reading comprehension. If children read out loud with speed, accuracy, and appropriate expression, they are more likely to comprehend and remember the material than if

they read with difficulty and in an inefficient way (Antunez, 2002). Fourth, vocabulary. Vocabulary development relates to the knowledge of stored information about the purpose and pronunciations of words necessary for communication. Vocabulary development is also the main determinant of reading comprehension. Readers cannot comprehend the content of what they are reading unless they understand the meaning of the majority of words in the text (Antunez, 2002). Last, comprehension. Reading comprehension is a process of simultaneously extracting and construing meaning through interaction and involvement with written language. It consists of three elements; the reader, the text, and the activity the purpose of reading (Antunez, 2002).

Most children are not born with an impressive reading skill. In fact, reading is not a naturally skill at all, but rather a complex process that requires a careful and systematic instructional approach. Regarding to (Guthrie et al., 2006) claims that reading is a pivotal skill by which students acquire knowledge students'. Motivation to read is important for the students to secure the skill and fluency. Therefore, those who have strong motivation to read can obtain a good academic achievement.

Motivation is some kind of internal drive which pushes someone to do things in order to achieve something. Hamalik (1981) as cited in Houghton (2015) states that Motivation is the change of someone's energy and it can be seen from their feeling and reactions to achieve their aim. Saville-Troike (2006) as cited in Zafar & Meenakshi (2012, p. 641) states that motivation is a crucial factor to

determine students' success in learning because it is the second strongest predictor (after aptitude) of language success. In addition, Houghton (2015) argues that students' willingness in learning is the first principle in teaching-learning process. It is included in individual learners. Some students learn a new language faster than others and for other students receive the foreign language is very difficult. Ellis (1985) as cited in Houghton (2015) explains that for most people motivation and attitudes are significant factors, which help to establish the degree of competence reached by different learners. If learners have positive attitudes about the foreign language, absolutely he or she is able to speak, write or even read in that foreign language. Otherwise, if learners have negative attitudes about the foreign language, they can not learn, feel down and really hard to understand.

Motivation comes from two sides, internal (inside students themselves) and external (outside students). In this regard, Harmer (2007) states that intrinsic motivation comes from individual. Thus, a person might be motivated by the enjoyment of the learning process itself or by a desire to make himself feel better. Intrinsically motivated learners deeply concentrates on learning things well, in a way that is intrinsically satisfying and that arouses a sense of optimal challenges appropriate to their current level of skill and competence (Deci and Ryan, 1980) as cited in Houghton (2015). In contrast, Harmer (2007) explains extrinsic motivation as the result of the number of outside factors, for example the need to pass exam, the hope of financial reward or the possibility of future level. As it is stated by Brown (2001), the typical extrinsic rewards are money, prizes, grades, and even certain types of positive feedback.

Recently, the student competency in reading is still a matter to be concerned especially junior high school students. Based on the result of preliminary study conducted on February 10, 2017 at MTsS Mon Malem Aceh Besar, the researcher found out that many students still got low scores in reading achievement. Some factors influenced their reading achievement were (1) limited facilities because library collection was still limited, (2) unattractive reading materials, so students preferred to read stories of humor and comics rather than reading task, (3) lack of student's awareness on the importance of reading. As a result, the number of vocabulary still remains the same over the time. Furthermore, another factor that influenced the student's writing activities was the motivation to learn. So, students who have high levels of reading motivation would develop a belief that reading is enjoyable and that reader's attitude toward reading would become more positive. Conversely, if a reader is frequently frustrated when reading, those frustrating experiences can contribute to a belief that reading is a frustrating experience. Consequently, reader's attitude toward reading would become more negative. According, McGeown et al. (2012) as cited in Houghton (2015) argues that reading is an activity generally requiring both endeavor and aptitude; therefore, the reading skill of children has been connected with their reading achievement. Students' with a high motivation to read will have the expand into a reading habit for life (Gambrell, 2011). However, research has demonstrated that students' motivation has decreased through each grade tier recently (Applegate & Applegate, 2010; Capen, 2010; Froiland, Oros, Smith, & Hirschert, 2012) as cites in Hughton (2015).

Nevertheless, reading skill is also affected by gender classification. Gender is supposed to have an important effect on attitude and motivation in learning process. However, some studies indicate that gender does not affect the students' reading achievement. Referring to explanation above, the researcher is interested in exploring the influence of extrinsic motivation and its relationship toward reading performance based on gender at the second year student of SMP 6 Banda Aceh.

1.2 Research Questions

Based on the description above, about motivation and reading achievement, the researcher would like to come up with the following research questions.

1. Does gender influence extrinsic motivation to read?
2. Does extrinsic motivation to read affect reading achievement?

1.3 The Aim of Study

1. To investigate whether gender influences extrinsic motivation to read.
2. To identify whether extrinsic motivation to read affects reading achievement.

1.4 Limitation of Study

The present study focuses on extrinsic motivation. The researcher will try to figure out reading performance by learners which affects students' extrinsic motivation to read. Also, the researcher wants to know the differences of gender obtained in reading achievement.

1.5 Hypothesis of Study

There are two kinds of hypothesis in this study, namely :

1. Girls have better extrinsic motivation to read.
2. Extrinsic motivation to read is significantly correlated with the reading achievement.

1.6 Significance of Study

The present study is expected to be a useful contribution for the advancement of teaching English, especially reading comprehension at the secondary schools. And this study is also of importance for the students to know their own potency in order to be able to choose the appropriate methods to improve their reading achievement. In addition, this research is also hoped to be a fruitful reference for researchers to conduct further study in the field of reading at junior high schools in the future.

1.7 Terminology

1.7.1. Motivation

Motivation refers to the extrinsic motivation. It is about the excited student with something and they will focus to get it which depend on teachers, peers, or price. Froiland (2011) states that extrinsically motivated students participate in an activity for its potential to help them earn a good grade, please a teacher, or obtain the respect of peers. In addition, extrinsic motivation refers to the male's and female's influence in reading achievement.

1.7.2. Reading Achievement

Achievement is something which people gained by efforts and skill. Lawrance and Vimala (2012, p. 211) states that academic achievement is a measurement of knowledge which gained in informal education usually indicate by test score, average, and degrees. Majeed (2015) argues achievement refers to the scores gained by applying a reading comprehension test on students who have been involved in the experimental study. Other factors that influence students' achievement are educators and educational staff who are involved in the real teaching and learning process and some others, such as facilities and management.

In this study, reading achievement refers to the result of reading test that has administrated to the sample. To obtain the data of the students' reading achievement, English book "When English Rings a Bell" test reading comprehension section has distributed to the sample. The English book "When English Rings a Bell" is designed for in middle school and lower levels of high school ages 11+ years old.

1.7.3. Reading Comprehension

Reading comprehension is to get meaning from written text. Without comprehension, reading is nothing more than tracking symbols on a page with your eyes and sounding them out. Snow (2002) states that reading comprehension is regarded as the most dominant skill in learning any subject because the ability to read is not only performance to pronounce the passage but also the understanding of the message from a passage or text.

CHAPTER II

REVIEW OF LITERATURE

In this chapter, the researcher explains the theoretical foundation which consists of definition of extrinsic motivation, the external factors influencing students' motivation, motivation versus attitude, and the relationship between gender and reading motivation. Studies on student's motivation are also provided to support the present studies.

2.1. An Overview of Extrinsic Motivation

Motivation has been considered one of the important factors influencing the success of second language learning. Gardner (1985) as cited in Long et al. (2013) explains motivation as the combination of effort plus desire to reach the aim of learning the language plus good attitudes towards learning the language. This definition includes three parts: (1) efforts expended to attain the aim; (2) desire to reach the goal; (3) good attitude towards learning language. Motivation is a push that energizes, assists, and directs actions toward a destination (Paul Eggen & Kauchak Don, 2005, p. 349). The students focus on their performance and the value or the importance that they attach to the outcome. Extrinsic motivation is signified as the motivation to engage in an activity as a way to an achieve aim. (Paul Eggen & Kauchak Don, 2005).

An extrinsically motivated student performs in order to get a prize, such as graduating or passing a test or avoiding a penalty like a fail level. Extrinsic motivation is encouraged not by the way itself but by what can be gained from the

behavioral actions. Although extrinsic motivation can, and should be, used with extrinsically motivated students too. If students are not given a prize or credit for their efforts and if feedback is not provided to a student, the students' most extrinsic motivation would start to decline.

Harmer (2007) explains some external sources of motivation. First, the goal the student pursue. One of the strongest outside motivation is the goal which the students perceive themselves in term of learning. A goal, however, is not necessarily a measurable component of motivation. Instead, a goal is a booster that induces motivation. Gardner focuses on categorizing reasons for second language study, which he then identified as guidance (Gardner, 1985 as cited in Mattarima & Hamdan, 2011).

Harmer (1991) as cited in (Wimolmas, 2013) used the term 'goal' to group the motivation in second language learning into two parts :

- a. The short-term goal means when students want to be successful in doing anything in the near future. For example, students who want to pass their tests or high scores.
- b. The long-term goal refers to a wish of students or learners who want to get a good job in the future or to be able to convey ideas to the people by using the terms they have studied.

Second, the society the students' live in. Harmer (2007) states that the nature and power of students' behavior from the society they live in have a deep influence on the level of motivation of the students who study in a certain class.

For example, the development and the cultures of a certain community indeed influence the motivation of students in learning.

Third, the people surrounding the students. Students' behavior toward language learning will be greatly affected by the people who are close to them. The behavior of parents, older siblings, and student's peers will be pivotal (Harmer, 2007). Four, the curiosity students process. When students begin English for the first time, most are excited to see what it is like such as who their new teacher is and what it will be like to be in his or her class. The initial motivation is valuable as a starting process induce high or low level of motivational curiosity in the future.

Lepper & Greene (1978) as cited in Brown (2001) provided evidence that when material incentives are introduced, the learner inclines to focus their attention on the achievement of the rewards, rather than on the nature of the tasks. The result is a loss of interest in the task itself, which becomes a routine process through which rewards are achieved. Snowman & McCown (2012) states that extrinsic motivation has at least three potential dangers; First, changes in behavior may be temporary. As soon as the extrinsic reward has been obtained, the student may revert to such earlier behaviors as studying inconsistently, turning in poor-quality homework, and disrupting class with irrelevant comments and behaviors. Second, students may develop a materialistic attitude toward learning. They may think, "What reward will I get if I agree to learn this information?" if the answer is 'none', they may decide to make low level of effort or they are not willing to

learn. At last, giving students extrinsic rewards for completing the task may lessen whatever intrinsic motivation they may have for their activities.

The context in which rewards are made may also affect how they are experienced by students. In particular, rewards can be administered controllingly or informationally. Rewards used to control people's attitudes tend to reduce their sense of self-determination Deci et al. (1999) as cited in Brown (2001). On the other hand, rewards which used to communicate information about competence can serve a precious function. Deci et al. (1999) as cited in Brown (2001) argues that rewards should reduce authoritarian and controlling tones, acknowledge good achievement, serve choice about how to complete the task, and emphasize the interesting or challenging aspects of the test. Stipek (1996) as cited in Brown (2001) states that task rewards or rewards for task completion are almost always experienced as controlling. Deci et al. (1999) as cited in Brown (2001) states that teachers can give unexpected prize on the opportunity with little harm, although they should not be given so frequently that learners come to expect them. Another strategies for rising learners' motivation in the classroom is to provide students more freedom (Guthrie, 2000). Hidi and Harackiewicz (2000) explain that giving learners with more control over their own learning can be a method of enhancing situational interest that may expand into more long-term and stable interests. When teachers allow students to make decisions about their own works, students are more likely to be interested in the works. Students who are given choices tend to exhibit more persistence, goal-setting, and other self-regulated learning behaviors.

As Stipek (1996) as cited in Brown (2001) explains that, increased student choice can come in many things, including giving responsibility for determining when learners will complete tasks, permitting students to score their own work and chart their progress over the time, establishing “work contracts” with students that negotiate deadlines and deliverables for long-term assignments, setting up independent learning centers, and allowing students to select the particular assignment they will work on. Similarly, Guthrie (2000) recommends submitting students freedom in choosing texts to read, subtopics to follow, and modes of expressing their learning. Turner (1995) as cited in Brown (2001) identifies a number of dimensions on which students can exercise their autonomy, such as sequencing the task to be accomplished, selecting their own partners during group work, deciding which books to read and what topics to write about, and identifying which personal interests to pursue when given the occasion in the classroom.

2.2. External Factors Influencing Students’ Motivation

Myra and Sacker (2005) argue that there are three external factors that influence the student’s motivation in learning. The three factors are:

2.2.1. Teacher

In teaching learning process, the teacher has a great effect on students’ motivation. A teacher should be able to apply various ways or methods in teaching to develop students’ motivation. Zeiger (2000) explains that a teacher’s role involves not only standing in front of a classroom and lecturing, but an effective teacher understands that teaching involves various topics to ensure that

the study runs smoothly and all students receive a quality of education. In this regard, Nyamubi (2003) as cited in Mosha (2014) states that teaching materials are very crucial in the whole process of teaching and learning to any subject. They make learning more pleasant to the students because they offer a reality of experience, which stimulates self-activity and imagination on the part of the students.

2.2.2. Society

The learners who stay in the hinterland, which most of the people work as farmers or sailors, they will not study well. The students will help their parents or take care of their brothers or sisters while their parents are working in the field. That is why society also affects students' motivation. (Myra & Sacker, 2005, p.75)

2.2.3. Peers

The peer group as the microsystem in that it comprises relationship, roles, and activities. Peers are equal; they are often of the same age and gender. They have a similar interest in social statuses. Learners can share anything with their peers (Myra & Sacker, 2005). In this term, there are some ways that peers can influence one another. First, reinforcement. Heffner (2014) states that the term reinforcement to refer to any stimulus which strengthens or increases the probability of a certain response. For example, if you want your pet to sit on command, you may give him a treat every time he sits for you. The pet will eventually come to understand that when sitting is told will result in a treatment.

This treatment is reinforcing because he likes it and will result in him sitting when it is instructed to do so.

Second, modeling. Modeling is an imitation; one observes other peer's attitudes. Bandura and Roberta (2004) as cited in Rahmi (2012), the observing child may learn how to do something new that she or he previously could not do or that she or he would not probably have thought of doing such as riding a bike with no hand. Third, punishment. Geilston (2017) states that punishment is another form of reinforcement, and it can be both positive and negative. Just as with positive and negative reinforcement, the words positive and negative are not referred to goodness or badness. Instead, they aim to add or to remove a punishment. As opposed to reinforcement, punishment is intended to decline the likelihood of an undesirable attitude. Positive punishment occurs when we introduce something to stop an unwanted attitude. For example, if a child behaves in a manner that parents see as wrong or even dangerous, like running into a busy street with cars driving by, the parent might fussy or spank the child (Geilston, 2017). Both of those provisions to decline the probability that the harmful and unwanted attitude will happen again (Geilston, 2017). Negative punishment is imposed when we take something away from an undesirable behavior occurs. Again, the goal of punishment is to decrease the behavior. So, if a child is fighting with her brother, a parent may take away her favorite toy or suspend her TV privileges. By doing so, the parent will decrease the likelihood that the unwanted behavior will continue. (Geilston, 2017). Four, parent. Parents' role in educating their children is very important because it gives strong influence on children's

development. It affects the beliefs and attitudes of the parents, leading to positive outcomes for children and youth Eccles (1993) as cited in Kean (2015). For instance, the parents' carelessness in monitoring the children's activities will give a bad impact on the children. In this case, not only do the students not want to study but also they tend to act delinquently. Five, competition. The competition effectively improves the student's learning skills. Cantador and Conde (2010) shows that a competitive element acts as a propulsive for all students to put in more efforts and even weaker students persist with participating in the activity. Thousand et al. (1994) as cited in Cantador and Conde (2010) states that cooperative goals make students take better care of their responsibilities and tasks for the sake of their groups. Six, nonsocial environment. Nonsocial environment including time for studying, home, and facilities also play a crucial role in childhood development. Gagne as quoted by Rahardjito (2008, p.6), facilities or media are various components in students' environment that can stimulate them to learn. The facilities of study are needed by teacher and students to espouse the teaching program. The complete facilities such as language laboratories, and books that refer to the language which are provided they currently learn in the library will make students more enjoyable in learning and easy to comprehend the materials. Incomplete learning tool makes learning process could not run well especially for a subject that needs to be practised.

Based on Douglas (2007), human motivation stems from four main sources. First, someone can be motivated by biological factors such as the need for food, water, sex, and temperature regulation. Second, emotional factors can

motivate behavior such as panic, fear, anger, love, and hatred. These factors underlie behavior ranging from selfless giving to a brutal murder. Cognitive factors provide the third source of motivation, such as someone's perception of the world, someone's belief about what he or she can do and someone's expectation how others respond to a certain behavior. Fourth, motivation can come from social factors, including reaction to parents, teachers, siblings, friends, television, and other socio-cultural forces.

2.3. Motivation Versus Attitude

Students motivation to read will invest much time in reading, which is related to their proficiency level in text of comprehension and overall reading performance De Naeghel et al. (2012) as cited in Houghton (2015). McKenna, Kear, and Ellsworth (1995) as cited in Houghton (2015) explains that learners' behavior toward reading is pivotal because it affects the grades of their reading skill through its influence on reading attitude. Metsala et al. (1996) as cited in Houghton (2015) also reports that the grade of 48 students' motivation to read among a sampling of elementary school children correlated with the quantity they read. While reading motivation relates to the topics for wanting to read, reading behavior correlated to the feelings about reading (Schiefele et al., 2012). Attitude toward reading is equally important because it can affect learners to either pursue or avoid reading McKenna and Kear (1990) as cited in Houghton (2015).

Unfortunately, learners who evade reading or do not read regularly who are unmotivated to read affect in a decline in the opportunities to become

successful readers. In addition, evading reading can bring about negative feelings about reading where the struggling readers keep on to struggle (Clark & DeZoysa, 2011). Furthermore, behavior concerning reading is pivotal because it causes reading skills through its effect on reading achievement and fluency (Clark, Woodley, & Lewis, 2011; McKenna, Conradi, Lawrence, Jang, & Meyer, 2012) as cited in Houghton (2015). As learners age, and as a rising number of recreational options are served, positive behaviors against reading generally decline. When someone studies to read, a motivating climate is essential. Reading motivation manifests with intrinsic and extrinsic motivation, social motivation, self-efficacy, and the establishment of reading goals (Aarnoutse & Schellings, 2003). Becker et al. (2010) argue that the relation between previous achievements and subsequent motivation shows that students in activities in which they are adept at motivated to repeat. Frequent reading develops self-efficacy. Students who read more frequently expand greater reading comprehension. Students who can read, but do so often, are referred to as reluctant readers (Johns & Lenski, 2001). Extrinsic motivation may be needed to encourage reluctant readers.

As reading becomes a more interesting and rewarding experience, extrinsic motivation can be replaced with an intrinsic motivation to read. Students with negative behavior against reading are not necessarily unmotivated to read Clark, Woodley, & Lewis (2011); Johns & Lenski (2001) as cited in Houghton (2015). Students with negative behavior toward reading might have hardship reading or might not have had enough number of positive experiences with reading to reward the activity. A positive behavior with regard to reading can influence reading

motivation and reading performance Clark & DeZoysa (2011) as cited in Houghton (2015). In the primary levels with students who are just beginning to experience reading, positive reading experiences are crucial. Motivating students to read is therefore pivotal that they can expand positive behavior against the activity, building a strong foundation for future reading success. McKenna, Kear, and Ellsworth (1995); see also McKenna et al. (2012) as cited in Houghton (2015) argues that children's behavior against reading is crucial because it influences their grades of reading skill through its effect on reading attitudes.

2.4. Relationship Between Gender and Reading Motivation

Gender also takes part in influencing the reading efforts. Gender is supposed to have an important effect on attitude and motivation and learning process. Narayanan, Rajasekaran, and Iyyappan (2007) as cited in Yau (2011) states that females have higher intrinsic motivation in learning English than males among engineering university students.

Williams, Burden, and Lanvers (2002) as cited in Irsanti (2017) shows that female British elementary students had a higher level of motivation compared to their male counterparts. Dornyei et al. (2006) as cited in Irsanti (2017) conduct a study among Hungarian school students to investigate the motivation differences in L2 learning taking into consideration gender variable. The finding is found significant motivational differences in favor of female students. Furthermore, Gardner and Lambert (1972) as cited in Yau (2011) also found that female disposed to demonstrate significantly more positive attitudes than the male does,

and the finding was also reported that they are more successful in learning languages than male.

However, some studies indicate that gender does not affect the students reading achievement. For example, Akram and Ghani (2013) investigate the gender differences with respect to their attitude and motivation towards the English language learning and achievement in English test. As a findings, the researchers claim that there are no overall statistically significant differences between male and female participants in their motivation to learn English. Moreover, the univariate analysis of variance shows no significant differences between males and females in their parental encouragement, degree of instrumentality, English class anxiety, ethnocentrism, cultural identity, need for achievement, interest in foreign languages and motivational intensity.

2.5. Correlational Study

Creswell (2012) states that correlational systems are methods in quantitative research in which investigators parts the level of association between two or more variables using the statistical procedure of correlational systems. There is correlation coefficient, which is a numerical index that supports information about the strength and direction of the relationship between two variable. It supports information how variables are associated. More specifically correlation is a number that can range from -1 to 1, with zero standing for no correlation at all. If the number is greater than zero, there is a positive correlation. If the number is less than zero, there is a negative correlation. If the number is

equal to zero, there is no correlation between the two variables. If the number is equal to +1.00 or equal to -1.00, the correlation is called perfect. The positive correlation is present when scores on two variables tend to move in the same direction while negative correlation is present when score on to variables tend to move in opposite direction – as one variable goes up, and the other tends to go down.

The meaning of a given correlation coefficient can be seen below:

Table 2.5.1.
Correlation Coefficient

Interval Coefficient	Level of Correlation
0.20 – 0.35	Weak
0.35 - 0.65	Fair
0.65 – 0.85	Strong
Over 0.85	Very Strong

Cohen, Manion, and Marrison (2007)

There are two primary types of correlational research methods; explanation and prediction (Creswell, 2012). The explanatory research method is a correlational design in which the researcher is interested in the extent to which two variable (more), that is where changes in one variable are reflected in changes in the order. Creswell (2012) states that the characteristics of this design are that the researchers correlate two or more variables, collect data at one point in time, analyze all participants as a single group, obtain at least two scores for each individual in the group one for each variable, report the use of the correlation statistical test in the data analysis and make interpretations or draw conclusions from the statistical test results.

In a prediction method, the researcher seeks to anticipate outcomes by using certain variables as predictors. This method is useful because it helps anticipate behavior. The purpose of this method is to identify variables that will positively predict an outcome or criterion. A predictor variable is a variable used to make a forecast about an outcome in correlational research while criterion variable is the outcome being predicted (Creswell, 2012).

2.6. Studies on Student's Motivation

Some studies have been conducted on student's motivation. Unrau and Schlackman (2006) analyze the effects of intrinsic and extrinsic motivation on reading achievement for urban middle school students. Two thousand students Urban Middle school participated in this study. The study reported that intrinsic motivation had a stronger positive relationship with the reading achievement for Asian students than for Hispanic students. Analysis by grade in school for Hispanic and Asian shows that the students have a significant negative direct effect on intrinsic motivation and extrinsic motivation.

Houghton (2015) examines the impacts of intrinsic and extrinsic motivation on reading achievement. Four hundred eleven students of the first-grade students participated in this study. He reported that the intrinsic motivation intervention has more impact on oral reading fluency than extrinsic motivation or a combination of both intrinsic and extrinsic motivation.

Wigfield and Guthrie (1997) explore different aspects of children's reading motivation and how children's motivation relates to the amount and breadth of their reading scope. One hundred and five students of the elementary school in a

mid-Atlantic participate in this study. The study reports that Children's reading motivation is found to be multidimensional. Their motivation predicts children's reading amount and breadth even when previous amount and breadth were controlled. An intrinsic motivation composite predicts amount and breadth of reading more strongly than did an extrinsic motivation composite. Some aspects of girls' reading motivation were more positive than that of boy's.

Clark (2010) examines differences in domains of achievement motivation based on gender and developmental group. One hundred twenty-nine Western Carolina University students partake in this study. She reports that There were no interaction effects (between gender and developmental group) or main effects for developmental group observed. Implications and directions for future research will be discussed in the paper.

Long, Ming and Chen (2013) investigate unfavorable factors of student's motivation on English learning in junior middle school, a case study of the No.5 middle school in Gejiu. 45 Gejiu middle school students participate in this study. The study reports that many students have a strong instrumental motivation in their English learning. Most of them prefer short-term goals to long-term goals. On the other hand, students generally have higher desire and commitment to learning English despite a lot of difficulties facing them.

Lai and Ting (2013) investigate the changes in Taiwanese university students' English-learning motivation and the causes of these changes. This study Compares two groups of university students (English majors and non-English majors). The study reports that the majority (19 out of 20) of the university

students in this study have to experience motivational changes in their English-learning process. As points out by the university students in this study, influences such as teachers, external pressure, exams, group dynamics and social experiences, were responsible for the changes.

The newest research comes from University Islam Raden Fatah Palembang in March 2017 by Marcela. She investigates correlation between reading motivation and reading comprehension achievement. Two hundred forty students' of MAN 2 Palembang participate in this study. She uses Reading Motivation Questionnaire and Reading Comprehension for collecting data. The result of this study shows that there is a significant correlation between reading motivation and reading comprehension achievement.

CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with the research design which elaborates research method, setting, and research participant, data and sources of data, research instrument and data analysis.

3.1. Research Design

This research employs quantitative approach. Quantitative research starts with an experimental design and the hypothesis by the quantification data and some sorts of numerical analysis. This research using purposive sampling to investigate the students' motivation in reading achievement. The data are retrieved from students' external motivation in reading achievement through the questionnaire and paper test. The process of this eliciting data would be treated through statistical calculation and percentage score. The process of this research involved activities of observation and data collection in students' reading comprehension achievement for three meetings with three different classes. The researcher analyzed the students' motivation and its relationship with reading achievement by identifying every single questionnaire items and comprehension test as the results of the students' responses.

3.2. Setting and Research Participant

3.2.1. Setting

The study was conducted at SMP 6 Banda Aceh. In particular, the analysis the area of extrinsic motivation and its relationship with reading achievement took place at the second grade. In short, motivation in reading is one of the important aspects to be highlighted at the second-year students. The main objective of this research is to analyze students' perceptions. Further, the research is required in order to reveal to what extent the students' motivation of reading and their score of reading were achieved.

3.2.2. Research Participant

The participants of this study were 90 students of the second grade in three classes selected by the researcher at SMP 6 Banda Aceh. Based on several reasons, the researcher chose 90 students to adapt to quantitative research methods. Students at this level have been facing the process of teaching-learning English in Junior High School for at least one and half year and have some experiences dealing with reading. The main objective of the subjects is to introduce students to know their own potency and to be able to choose the appropriate method that must be mastered in reading. Accordingly, the purpose of research was used to generalize the sample in this study which came from the students' perception in reading and the relationship with their reading achievement. Therefore, it is important for the researcher to obtain accurate results to understand students motivation.

3.3. Technique of Data Collection

3.3.1. Questionnaire

Gall and Borg (2007) stated that a self-administered questionnaire was the only way to elicit self-report on peoples' opinion, attitudes, beliefs, and values. In this research, the questionnaire would be formulated in line with to student' perception of their motivation to read. In this case, the researcher provided the closed-ended questionnaire (MRQ). MRQ was used by Guthrie (1997). This questionnaire consisted of 23 items which were categorized into 5 dimensions. In addition, the researcher gave the questionnaire in Indonesian version in terms of making the respondents more understandable more about the questions.

Table 3.3.1.1.
Motivation Reading Questionnaire Items

Categories	Dimensions	Number of items	Sample of items
Goal for reading	Competition	6	I like being the best at reading
	Recognition	4	I like having the teacher say I read well
	Grades	3	I read to mprove my grades
Soacial purpose of reading	Social	6	I sometimes read to my parents
	Compliance	4	I read because I have to
Total		23	

Source: Wigfiled, John, Guthrie, and Karen 1996

MRQ uses a Likert scale with range 1- 4. It consists of “a lot like me”, “a little like me”, “a little different from me”, “very different from me”. The score of each item described as follows:

Table 3.3.1.2.
MRQ Score for Each Option

Category	Score
A lot like me	4
A little like me	3
A little different from me	2
Very different from me	1

Source: Wigfield et al. 1996

3.3.2. Paper Test

The paper test consisted of vocabulary and reading comprehension which were familiar with the participants. They had to identify the text which had been learned in the class. This section of the test consisted of 5 passages of various lengths and about a diverse topic selected from English book “When English Rings a Bell” version which had been modified by the writer.

English book “When English Rings a Bell” is now a favorite book of the accelerated teaching-learning language because its principles and benefits extend to all types of learning and development, far beyond its early applications.

3.4. Technique of Data Analysis

3.4.1 Test Analysis

There were 25 questions of reading comprehension in this test. The procedure of scoring is 1 point for every correct answer. The result of the test is used as variable X to calculate the test achieved by each participant. The resulting test was calculated by using the following formula:

The researcher divided the level of students reading motivation into three interval levels. The levels were high motivation, moderate motivation, and low motivation. Reading motivation result was into values, as follows:

Table 3.4.2.1.
Categories of Reading Motivation

Score Interval	Categories
26 - 52	Low level of motivation
53 - 79	Medium level of motivation
80 - 106	High level of motivation

Source: Oztruk and Grabuz (2012)

If the students got the score of 26 – 52, they would be considered to have a low level of reading motivation. Those who belong to score 53 – 79 would be classified as medium level of reading motivation. When students’ scores were 80 – 106, they will be categorized into a high level of reading motivation.

CHAPTER IV

THE RESULTS AND DISCUSSIONS

This chapter would highlight several procedures of conducting research. These procedures were classified in diverse topics as follows: data analysis, analysis of students' motivation in gender and analysis of students' motivations.

Junior High School No.6 Banda Aceh constitutes a good condition for holding teaching-learning and education processes. The school had some supporting facilities such as science laboratory, language laboratory, library, sports courts for badminton and basketball, and mushalla. In addition, all the classrooms were already equipped with some multimedia device such as LCD (projector) and CCTV in order to support the more effective teaching-learning process. The physical infrastructures of the school were comfortable for education. Junior High School No.6 Banda Aceh had an adequate and standard number of the classrooms to provide the teaching-learning process for students. The activities of teaching-learning process were also supported by a school's library. Junior High School No. 6 Banda Aceh was also supported by a number of professional teachers.

4.1. Research Findings

There were two kinds of research findings which would be elaborated in this study: (1) the result of student's reading motivation and (2) the result of reading comprehension achievement. Before the researcher showed result of the research specifically, the researcher would present the reability test and validity of the questionnaire.

4.1.1. Reliability Test and Validity

Reliability tests were used to see whether the questionnaire was reliable or not. If the value of Cronbach's Alpha was greater than 0.7, it meant the questionnaire used was reliable. The following table showed the Alpha Cronbach obtained.

Table 4.1.1.1. Reliabilities for Reading Motivation Scale

Reliabilities Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,872	,873	23

The table above showed Cronbach's Alpha = 0.872. This indicated that the questionnaire was ready reliable. Furthermore, the validity test was utilized to see whether a questionnaire was valid or not. If Corrected Item-Total Correlation was greater than r table, then the questionnaire used was valid. The following table presented the Correlation Item-Total Correlation obtained for each item of questions.

4.1.2. Result of Students' Reading Motivation

There were 90 students of the second grade of SMP 6 Banda Aceh. The 23 items of questionnaire scale in terms of reading motivation (MRQ) was employed to investigate the students' reading motivation. The MRQ was rated by four-point – Likert scale, ranging from four points “a lot like me” to one point

“very different from me”. A higher score indicated a higher degree of reading motivation.

The descriptive statistical analysis of MRQ for the participants would be shown below. The maximum score was 94 and the lowest score was 48 while the mean of students score was 3.19. The variance was 107,237. It showed that the higher the score, the higher the extrinsic motivation of a student.

Table 4.1.2.1. Descriptive Analysis of Reading Motivation

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Ekstrinsik motivation	90	48	94	3.19	.394
Valid N (listwise)	90				

Then, it was revealed from the questionnaire that the three level of reading motivation were all perceived by the students with the different number. The detail are as follow:

The result showed that there are 56 students (63,4%) indicated as highly motivated. Then, 32 students (34,4%) was indicated as moderately motivated. Finally, 2 students (2,2%) were indicated as low motivation. In conclusion, it was revealed from the questionnaire that high motivation was the most perceived type of reading motivation.

Table 4.1.2.3. The Research Participant based on Gender

		Frequency	Percent	Valid Percent
Valid	Female	363	59%	59%
	Male	257	41%	41%
	Total	620	100.0	100.0

Referring to the research participants based on gender, the researcher found that there was no equality in number between male and female students, as drawn in table 9 above. The result showed that female students (59%) had a better extrinsic motivation to read than male students (41%).

Table 4.1.2.2. Distribution of Students Reading Motivation

Category	Interval Score	Frequency	Percent	Cumulative Percent
high	80-104	56	63,4	100,0
medium	53-79	32	34,4	97,8
low	26-52	2	2,2	24,4

4.1.3. Result of Students' Reading Comprehension Achievement

Reading comprehension section of the English book “When English Rings a Bell” was used to measure students’ reading comprehension achievement. It consisted of 25 items and the time put aside to the students to complete works in 40 minutes. The descriptive statistical analysis of reading comprehension for the participants was elaborated in table 10 the maximum score was 100, and the minimum score was 24. The mean of reading score for participants was 87,613 and the standard deviation was 13,731. The variance was 188,544. The mean score indicated the level of reading comprehension achievement of participants on average.

Table 4.1.3.1.
Descriptive analysis of Reading Comprehension Achievement

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Nilai reading valid N (listwise)		24	100	87,613	13,731	188,544

For each category, not all the 90 students had very good reading comprehension in independent level users. There are some students in basic level users. The distributions are presented in table 11:

Table 4.1.3.2.
Distribution of Students Reading Comprehension Achievement

	Category	Interval Inlay	Frequency	Percentage
Valid	very good	86-100	61	65,5%
	good	71-85	25	26,9%
	average	56-70	4	4,3%
	poor	41-55	0	0,0
	very poor	0-40	0	0,0
	Total			90

The result showed that the students were classified into five categories. sixty-one students who had very good reading comprehension achievement (65,5%). 25 students had good reading comprehension achievement (26,9%), four students had average reading comprehension achievement (4,3%), and three students had a very poor reading achievement (3,2%). From the distribution above, it was found that the category of “very good” was the most frequent level of students’ reading achievement.

4.1.4. Normality Test and Linearity Test

Normality test and linearity test were carried out prior to data analysis through SPSS 24rd version for window. In terms of correlation and regression, it was necessary to know whether the data was normal and linear for each variable.

4.1.5. The Result of Normality Test

The data are interpreted normal if $p > 0.05$. If $p < 0.05$, it means the data are not normal. The result of normality test shown in table 12 indicate that the data from each variable were all normal since the p-values (.000) for reading motivation and (.000) for reading comprehension achievement were higher than 0.05

Table 4.1.5.1. Normality Test

		Motivation	Reading
		Reading	Comprehension
N		90	90
Normal Parameters^{a,b}	Mean	3.19	91.80
	Std. Deviation	.394	6.698
Most Extreme Differences	Absolute	.495	.179
	Positive	.495	.122
	Negative	-.316	-.179
Test Statistic		.495	.179
Asymp. Sig. (2-tailed)		.000 ^c	.000 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

4.1.6. The Result of Linearity Test

For linearity test, deviation of linearity was obtained. If the deviation of linearity is higher than 0.05, the two variables are linear. The result showed that, the deviation from linearity between reading motivation and reading comprehension was .000. Therefore, all of the data were linear for each correlation and regression.

Table 4.1.6.1. Linearity Test

		ANOVA ^a				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.194	1	4.194	38.466	.000 ^b
	Residual	9.595	88	.109		
	Total	13.789	89			

a. Dependent Variable: MotivationReading

b. Predictors: (Constant), ReadingComprehensionAchievement

4.2. Analysis of Correlations Between Extrinsic Motivation and Reading Achievement

Table 4.2.1.

Correlations			
		Motivation Reading	ReadingCompreh ensionAchieveme nt
MotivationReading	Pearson Correlation	1	.652**
	Sig. (2-tailed)		.000
	N	90	90
ReadingComprehension Achievement	Pearson Correlation	.652**	1
	Sig. (2-tailed)	.000	
	N	90	90

** . Correlation is significant at the 0.01 level (2-tailed).

This section answered the second research problem by analyzing the result of descriptive statistical process for the questionnaire and reading comprehension. Based on the table above, it indicated that Pearson Product Moment Correlation Coefficients of extrinsic motivation and and reading value is 0.652. This positive signal indicated a positive relationship between both the higher extrinsic motivation would induce the students' reading performance. It can be implied that there is a correlation between extrinsic motivation and reading achievement at SMP 6.

Table 4.2.2.
The Regression Analysis of Students Reading Motivation and Reading Achievement

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.214	.481		.444	.658
	Reading Comprehension Achievement	.032	.005	.652	6.202	.000

a. Dependent Variable: MotivationReading

In addition, since there was a significant correlation between reading motivation and reading comprehension achievement, it could be inferred that reading motivation had significant influence on their reading comprehension achievement. However, regression was still used to find out if students reading motivation influenced their reading comprehension achievement.

The result indicated that students' reading motivation influenced reading comprehension achievement significantly with T-value (6.202) was higher than T-table (0.652) with sig (.000). Therefore, there was a significant influence between students reading motivation toward reading achievement of the second grade students of the SMP 6 Banda Aceh. It meant that there was a significant influence of students reading motivation on their reading achievement.

Table 4.2.3.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.652 ^a	.304	.296	.330

a. Predictors: (Constant), ReadingComprehensionAchievement

b. Dependent Variable: MotivationReading

In

addition, to know the percentage of reading motivation and reading motivation achievement, R-square was acquired. The result of the analysis revealed that the R square (R²) was ,304. It meant that students reading motivation gave significant effect with the level of 30,4% toward reading achievement, and 29,6 was unexpanding factors value.

4.2.1. Paired t-test

The Paired t-test is used to see the difference students' reading achievement between male and female.

**Table 4.2.1.1.
Paired Samples Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
nilai lk – nilai pr	4,77273	16,63404	2,50768	-,28448	9,82994	1,903	43	,064

The table 13 showed that the value of t has *p-value* = 0.064, with the significant level of 90%. So, it should that there was a significant difference between male and female in reading achievement.

4.3. Discussions

This chapter will shed light on the discussions to answer the research questions stated in Chapter I. There are two research questions:

1. Does gender influences extrinsic motivation to read?
2. Does extrinsic motivation read affects reading achievement?

On the basic of result of questionnaires process to the first research questions, it showed that there was the gender influence of students' extrinsic motivation toward reading in learning English. Female students were more motivated in reading English than males. However, male students were most likely reading English by the extrinsic motivation for competition (82%), although some of them learned English to improve their grade (16%). Female students' factors of reading English as a foreign language was brought about by their own willingness to get a good grade in English achievement at school. Then, the number of the students who were as a challenge is minor (2%).

The motivation of learning English, especially in terms of reading skill of SMP 6 Banda Aceh was categorized in extrinsic motivation. The result showed that most of the students' motivation was affected by the extrinsic effect, such as to get rewards or achievements at school. The result of questionnaires and reading test for the second research questions revealed that extrinsic motivation students had a positive significant correlation with reading comprehension achievement.

Based on the result of correlation, it was found that there was a high significant correlation between reading motivation and reading comprehension of

the second-grade students of SMP 6 Banda Aceh which indicated that reading motivation had a strong relation with their reading comprehension achievement. The explanation to support this findings was based on the data acquired students. The researcher believed that not only motivation of students but also their other personal factors (interest, intelligence, anxiety, and etc) and external factors (media, teaching method, environment and etc) could ensure them to succeed in learning English. Guthrie (2006) concluded that two of the biggest affects on reading achievement were teachers and parents. If a learner had a strong interest in reading outside a school, he or she will be more motivated to read in the school.

In addition, to look more deeply into detail on the basis of the process of this study, the researcher perceived that there were some other factors affecting the results of this study namely the uncontrolled situation such as noises distraction, discussing questions and other respondents to complete the questionnaires. Next, honesty, and seriousness of the respondent to fill out the questionnaires may affect the results of this research. The researcher believed that those other factors brings about dominant effects on their reading. Denis (2008) as cited in Marsela (2017) also explained that environmental conditions affect the students who attempted to read a text. Readers might have a more hard time to understand a text in an unorganized environment than those who read in a calm and controlled place.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Based on the research findings on motivation and its relationship with reading achievement at SMP 6 Banda Aceh, the researcher draws several conclusions and suggestions.

5.1 Conclusions

After the research was conducted at the second-grade students of SMP 6 Banda Aceh, the findings are summarized as follows. First, according to the result of gender influence of extrinsic motivation on reading it was found out that female students had higher extrinsic motivation than male students. Second, according to the result of correlations between reading motivation and reading comprehension achievement it was found that there was a high significant correlation between reading motivation and reading comprehension of the second-grade students of SMP 6 Banda Aceh. The statistical analysis indicates that Pearson Product Moment Correlation Coefficients is 0.652. This meant that the relationship between reading motivation and reading achievement is high. The research result can be interpreted that students' extrinsic motivation had significantly correlated with reading comprehension achievement (93,48%).

5.2 Suggestions

On the basis of the research findings, there are several suggestions which can be draw in this section. First, the researcher recommends that the English teachers motivate learners more and drive them to practice in reading comprehension. The teacher also needs to utilize appropriate reading materials

and adopt relevant reading strategies to help students improve their reading motivation. Second, the researcher recommends that the students to keep building their motivation about reading so it will give a positive effect on their reading comprehension. Three, the researcher would like to recommend other researchers to conduct such research upon other language skills in language learning (speaking, listening and writing). It purposes to assist researcher and reader to get a picture of correlation in other skills of speaking, listening and writing. The importance of reading to contribute their role as motivators for their learners.

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**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBİYAH DAN KEGURUAN**

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B- 10390 /Un.08/TU-FTK/ TL.00/11/2017

03 November 2017

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:-

N a m a	: Firda Farisa
N I M	: 231 324 294
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: IX
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	: Jl. UNMUHA Lr. BTN No. 02, Bathoh Lueng Bata Banda Ace

Untuk mengumpulkan data pada:

SMP Negeri 6 Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Motivation and Its Relationship With Reading Achievement

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,
Farzah Ali

BAG.UMUM BAG.UMUM

Kod: 530



PEMERINTAH KOTA BANDA ACEH
DINAS PENDIDIKAN DAN KEBUDAYAAN
JALAN. P. NYAK MAKAM NO. 23 GP. KOTA BARU TEL. (0651) 7555136
E-mail: dikbud@bandaacehkota.go.id Website: www.dikbud.bandaacehkota.go.id

Kode Pos : 23125

SURAT IZIN
NOMOR: 074/A4/10581

IZIN PENELITIAN

Dasar : Surat dari Kepala Bagian Tata Usaha Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh Nomor: B-10390/Un.08/TU-FTK/TL.00/11/2017 tanggal 3 November 2017, hal Mohon Izin untuk Mengumpulkan Data Menyusun Skripsi.

MEMBERI IZIN

Kepada :
Nama : **Firda Farisa**
NIM : 231324294
Program Studi : Pendidikan Bahasa Inggris
Untuk : Mengumpulkan data pada SMPN 6 Banda Aceh dalam rangka penyusunan Skripsi dengan judul :

“ MOTIVATION AND ITS RELATIONSHIP WITH READING ACHIEVEMENT “

Dengan ketentuan sebagai berikut :

1. Harus berkonsultasi langsung dengan Kepala Sekolah yang bersangkutan dan sepanjang tidak mengganggu proses belajar mengajar.
2. Bagi yang bersangkutan supaya menyampaikan fotokopi hasil penelitian sebanyak 1 (satu) eksemplar ke Dinas Pendidikan dan Kebudayaan Kota Banda Aceh.
3. Surat ini berlaku sejak tanggal 7 November s.d 6 Desember 2017.
4. Diharapkan kepada mahasiswa yang bersangkutan agar dapat menyelesaikan penelitian tepat pada waktu yang telah ditetapkan.
5. Kepala sekolah dibenarkan mengeluarkan surat keterangan telah melakukan penelitian hanya untuk mahasiswa yang benar-benar melakukan penelitian.

Demikian untuk dimaklumi dan terima kasih.

Banda Aceh, 7 November 2017.

an: KEPALA DINAS PENDIDIKAN DAN
KEBUDAYAAN KOTA BANDA ACEH,
KABID PEMBINAAN SMP,


RAZALI, S.Pd, M.Pd

Pembina
NIP.19661231 198901 1 008
SK.No.Peg.803/A4/10489
Tanggal, 6 November 2017

Tembusan :

1. Kabag Tata Usaha Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry
2. Kepala SMPN 6 Banda Aceh
3. Arsip.



PEMERINTAH KOTA BANDA ACEH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 6

JALAN TGK. LAM U NO.1 KOTA BARU KECAMATAN KUTA ALAM-TELP/FAX (0651) 7551438

E-Mail : smpn6@disdikporabna.com

Website : smpn6@disdikporabna.com

Kode Pos: 23125

Nomor : 070 / 589 / 2017
Hal : Telah Melakukan penelitian

Banda Aceh, 11 November 2017

Kepada Yang Terhormat,
Dekan Fakultas Tarbiyah dan Keguruan
UIN Ar-Raniry Darussalam Banda Aceh
Di

Banda Aceh

Dengan hormat,

Sehubungan dengan surat saudara No. B-10390/Un.08/TU-FTK/TL.00/11/2017, tanggal 03 JNovember 2017 perihal pada pokok surat, maka dengan ini kami beritahukan kepada saudara bahwa :

Nama : **Firda Farisa**
NIM : 231324294
Jurusan/Prodi : Pendidikan Bahasa Inggris
Jenjang : S-1

Benar yang tersebut namanya di atas telah mengadakan penelitian pada SMP Negeri 6 Banda Aceh yang berjudul " **MOTIVATION AND ITS RELATIONSHIP WITH READING ACHIEVEMENT** " dalam rangka mengumpul data-data untuk menyusun skripsinya.

Demikian surat keterangan ini kami buat agar dapat dimaklumi seperlunya dan atas kerjasama yang baik kami ucapkan terima kasih.



Kepala Sekolah,

Drs. H. Bukhari, M.Pd

Pembina Tk.I

NIP. 19600716 198301 1 002

Tembusan :
Kepala Dinas Pendidikan dan Kebudayaan Kota Banda Aceh
Arsip....

No	Pendapat	A Lot Like Me	A Little Like Me	A Little Different From Me	Very Different From Me
1.	I read to improve my grades				
2.	I like being the best at reading				
3.	I try to get more answers right than my friends				
4.	I visit the library often with my family				
5.	My parents often tell me what a good job I am doing in reading				
6.	I read because I have to				
7.	I like having the teacher say I read well				
8.	My friends and I like to trade things to read				
9.	Finishing every reading assignment is very important to me				
10.	My friends sometimes tell me I am a good reader				
11.	Grades are a good way to see how well you are doing in reading				
12.	I like to help my friends with their schoolwork in reading				
13.	I am willing to work hard to read better than my friends				
14.	I sometimes read to my parents				
15.	I like to get compliments for my reading				
16.	It is important for me to see my name on a list of good readers				
17.	I talk to my friends about what I am reading				
18.	I always try to finish my reading on time				
19.	I like to tell my family about what I am reading				
20.	I like being the only one who knows an answer in something we read				
21.	I look forward to finding out my reading grade				
22.	I always do my reading work exactly as the teacher wants it				
23.	I like to finish my reading before other students				

Source: Wigfield, John, Guthrie, and Karen 1996

Assalamualaikum warrahmatullahi wabarrakatuh.

Dear students,

Nama saya Firda Farisa, dari jurusan Pendidikan Bahasa Inggris di UIN Ar-Raniry. Dalam rangka untuk melakukan penelitian di SMPN 6 Banda Aceh, dengan judul penelitian “Motivation and It’s Relationship with Reading Achievement”, saya meminta bantuan kepada murid-murid SMP 6 untuk mengisi lembar kuesioner dan menjawab soal reading yang saya berikan.

Terimakasih.

Firda Farisa

Email : FirdaFarisa@yahoo.com

Phone : 081362067483

Nama : :

Kelas : :

Jenis Kelamin : Laki – Laki

Perempuan

No	Pendapat	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1.	Saya membaca untuk meningkatkan kemampuan saya				
2.	Saya suka menjadi yang terbaik dalam membaca				
3.	Saya mencoba untuk mendapatkan jawaban yang lebih tepat daripada teman-teman saya				
4.	Saya sering mengunjungi perpustakaan bersama keluarga				
5.	Orang tua saya sering mengatakan kegiatan membaca saya bagus				
6.	Saya membaca karena membaca itu wajib				
7.	Saya senang jika guru mengatakan bacaan saya bagus				
8.	Saya dan teman saya suka tukar-tukar buku untuk dibaca				
9.	Menyelesaikan setiap tugas membaca adalah sangat penting bagi saya				
10.	Terkadang teman saya berkata, saya adalah seorang pembaca yang baik				
11.	Nilai adalah sebuah cara yang sangat baik untuk melihat seberapa baik kamu dalam membaca				
12.	Saya suka membantu mengerjakan tugas bacaan teman saya				
13.	Saya akan berlatih lebih giat dalam membaca daripada teman saya				
14.	Saya terkadang membacakan bacaan untuk kedua orangtua saya				
15.	Saya senang mendapatkan pujian atas bacaan saya				
16.	Melihat nama saya berada didaftar pembaca yang baik adalah penting bagi saya				
17.	Saya menceritakan kepada teman saya tentang apa yang saya baca				
18.	Saya selalu mencoba menyelesaikan bacaan saya tepat waktu				
19.	Saya suka menceritakan kepada keluarga saya tentang apa yang sedang saya baca				
20.	Saya suka menjadi satu-satunya yang tahu jawaban atas bacaan yang kita baca				
21.	Saya ingin tahu nilai bacaan saya				
22.	Saya selalu mengerjakan tugas bacaan saya sesuai yang guru inginkan				
23.	Saya suka menyelesaikan pekerjaan bacaan saya sebelum murid lain				

Source: Wigfield, John, Guthrie, and Karen 1996

Direction:

I. Choose the best answer by crossing (X) on either a,b,c, or d.

1. Have you checked my invoice? The synonym of invoice is...
A. Pen B. Sheet C. Bill D. Book
2. I hate this loud music. The synonym of loud is...
A. Pleasant B. Soft C. Noisy D. Dark
3. She is happy to meet you. The antonym of happy is...
A. Sad B. Glad C. Shy D. Thankful
4. I often listen some news from the...
A. Newspaper B. Radio C. Magazine D. Book

II. Read the following text. Then answer the questions 5 to 7.

Anna is an artist.
She draws the moon.
She draws clouds.
She draws stars.

5. Anna drawsthings that are in the...
A. GroundB. OceanC. Sky D. Air
6. Anna does notdraw...
A. the moonB.CloudsC. Stars D. Trees
7. Anna probably also draws...
A. AirplanesB.TreesC. FishD. Mountain

III. Read the passage and answer the question 8 to 13.

My father is a construction worker. He builds houses. He builds schools.
He builds houses and schools. He uses a hammer and a saw.

My brother is an engineer. He designs buildings. He designs bridges. He
designs buildings and bridges. He uses a pencil and a calculator.

My son is an athlete. He plays soccer. He plays tennis. He plays soccer
and tennis. He uses a racket and a ball.

My daughter is an artist. She draws pictures of animals. She draws pictures
of people. She draws pictures of animals and people. She uses a pencil and a piece
of paper.

8. Who is a construction worker?

- A. My father
- B. My daughter
- C. My son
- D. My brother

9. What does my brother do?

- A. He is a construction worker.
- B. He is an engineer.
- C. He is an artist.
- D. He is an athlete.

10. Who uses a saw?

- A. My father
- B. My daughter
- C. My son
- D. My brother

11. Who uses a racket?

- A. My daughter
- B. My brother
- C. My father
- D. My son

12. Who uses a pencil?

- I. my brother
 - II. my daughter
 - III. my father
- A. I only
 - B. I and II only
 - C. II and III
 - D. I, II, and III

13. Who probably uses an eraser?

- A. My father
- B. My brother
- C. My son
- D. My brother

IV. Read the passage and answer the question 14 to 20.

Seagulls live on the beach. They eat small fish, and seaweed. Seagulls run quickly on the sand and fly quickly in the sky. Seagulls will run or fly away if you try to catch them. There are many seagulls on the beach.

Crabs also live on the beach. They eat shrimp, ocean plants, and small fish. Crabs crawl quickly on the sand and in the ocean. Crabs will crawl away if you try to catch them. There are many crabs on the beach, but it is not always easy to see them.

19. Based on information in the passage, which animal would you be most likely to see at the beach?
- A. Crabs
 - B. Seagulls
 - C. Shrimp
 - D. Starfish
20. Based on information in the passage, we can understand that...
- A. the beach is not as nice as the mountains
 - B. the beach is a good place to vacation
 - C. many animals live at the beach
 - D. the animal not live on the beach

V. Read the following text and answer the questions 21 to 25.

**YOU ARE INVITED!
GARDEN PARTY**

**BIRTHDAY PARTY FOR LARAS
SUHITO**

**SATURDAY, 14 MARCH 2017
2 P.M**

**SUHITO HOME
(ROSEE 1 NO. 13, CIGANJUR,
JAKARTA)**

<http://www.itapuih.com/2017/05/10-soal-invitation.com>

21. Where is the party?
- A. At a restaurant
 - B. School
 - C. Kahfi Residence
 - D. Suhito Home
22. The party will be held...
- A. In the morning
 - B. In the afternoon
 - C. In the evening
 - D. At night

23. Which statement is TRUE based on text?
- A. The party will be held on march 14th, 2017
 - A. Laras Suhito will celebrate her anniversary
 - B. The party will be sponsored by Ciganjur
 - C. The party will be held at night
24. The purpose of the text is to invite you...
- A. To attend Laras marriage
 - B. To attend Laras birthday party
 - C. To marry with Laras Suhito
 - D. To visit Laras in a wedding party
25. Based on the text, we know that...
- A. The party will be held in the Suhito home
 - B. If you could not come, you should call Laras
 - C. The party only invites the committee
 - D. The party will be held in the morning









AUTOBIOGRAPHY

1. Name : Firda Farisa
2. Place/ Date of birth : Banda Aceh
3. Religion : Islam
4. Nationality : Indonesian
5. Sex : Female
6. Marital Status : Single
7. Occupation : Student
8. Student's Reg Number : 231324294
9. Address : Jl. Unmuha Lr. BTN No.2 Batoh Lueng Bata
10. Email : Firdafarisa@yahoo.com
11. Parent's names
 - a. Father's Name : Hidayat
 - b. Mother's Name : Lilis Suryani
12. Address : Jl. Unmuha Lr. BTN No.2 Batoh Lueng Bata
13. Educational Background
 - a. Elementary School : SD Kartika, graduated year: 2007
 - b. Junior High School : MTsN 2 Banda Aceh, graduated year: 2010
 - c. Senior High School : SMA 1 Banda Aceh, graduated year: 2013
 - d. University : UIN Ar-Raniry 2013 – 2017

Banda Aceh, December 12th 2017

Firda Farisa