

RELATIONSHIP AMONG MOTIVATION, READING HABITS, AND
WRITING ABILITY OF THE EIGHTH GRADE STUDENTS AT MTSN 2
SUKOHARJO DURING PANDEMIC COVID-19 IN ACADEMIC YEAR
2021/2022

THESIS

Submitted as A Partial Requirements for the Degree of *Sarjana*



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RATIFICATION

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DEDICATION

This thesis is dedicated to:

1. My dear parents, Amir and Rantini Nurdiniyah, who always support, motivate, and pray for me in arranging this thesis.
2. My dear sisters, Ifah Nur Azizah and Nidaul Firdausy Akyun, who always support me through and through, listen and swipe all my struggles and tears in arranging this thesis.
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MOTTO

“Diwajibkan atas kamu berperang, padahal itu tidak menyenangkan bagimu. **Tetapi boleh jadi kamu tidak menyenangi sesuatu, padahal itu baik bagimu, dan boleh jadi kamu menyukai sesuatu, padahal itu tidak baik bagimu. Allah mengetahui, sedang kamu tidak mengetahui.**”

-(Q.S. Al-Baqarah : 216)-

“Ya Rabbku, lapangkanlah untukku dadaku, dan mudahkanlah untukku urusanku, dan lepaskanlah kekakuan dari lidahku, supaya mereka mengerti perkataanku.”

-(Q.S. Thaha : 25-28)-

“Jangan biarkan organ-organ tiada tulang itu mencekik urat anganmu. Sejengkal kamu izinkan semakin lupa batasan ia. Hilir mudiknya abaikan saja, **sebab patah bukan lagi bagian dirimu.**”

-dsm-

“If you love yourself and have confidence in yourself, then you are good enough as you are”

-MAMAMOO Moonbyul-

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "RELATIONSHIP AMONG MOTIVATION, READING HABITS, AND WRITING ABILITY OF THE EIGHTH GRADE STUDENTS AT MTSN 2 SUKOHARJO DURING PANDEMIC COVID-19 IN ACADEMIC YEAR 2021/2022" is my real masterpiece. The things out of my masterpiece in this are signed by citation and referred in bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, 27 September 2022

Stated by,



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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and readers in general.

Sukoharjo, 27 September 2022

The Researcher

Dzila Sabilani Mustaqima

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ABSTRACT

Dzila Sabilani Mustaqima. 2022. *RELATIONSHIP AMONG MOTIVATION, READING HABITS, AND WRITING ABILITY OF THE EIGHTH GRADE STUDENTS AT MTSN 2 SUKOHARJO DURING PANDEMIC COVID-19 IN ACADEMIC YEAR 2021/2022*. Thesis. English Language Education Study Program, Faculty of Cultures and Languages.

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Keywords : motivation, reading habits, writing ability, correlation

Motivation and reading habits are several aspects that can give contribution to the students' writing ability. The objectives of the research are to know 1) whether there is any correlation between students' motivation and their ability in writing or not; 2) whether there is any correlation between students' reading habit and their ability in writing or not; and 3) Whether there is any correlation among students' motivation, students' reading habit and their ability in writing of the second grades or not.

This is a quantitative research using correlation design. The population of this research is 366 students and the samples of this research are 75 second grade students of MTsN 2 Sukoharjo and they are selected by stratified random sampling method. To collect the data, the researcher used questionnaire and test. The statistical analysis used by the researcher was Pearson Product Moment and multiple regressions.

The result of this research showed that students' motivation and students' reading habit had positive correlation toward students' writing ability. The significant correlation score between motivation and writing ability is 0.000 that it is < 0.05 and the Pearson score is 0.637 that based on correlation coefficient table, it has high correlation, so H_0 is rejected and H_a is accepted. The significant correlation score between reading habit and writing ability is 0.000 that it is < 0.05 and the Pearson score is 0.501 that based on correlation coefficient table, it has moderate or medium correlation, so H_0 is rejected and H_a is accepted. The significant correlation score among motivation, reading habit, and writing ability is 0.000 that it is < 0.05 and the R score is 0.653 that based on correlation coefficient table, it has high correlation, so H_0 is rejected and H_a is accepted.

CHAPTER I

INTRODUCTION

A. Background of Study

Language is a communication tool that connects each other. With language, we can share our ideas and expand social relationships. According to Keraf (1997), language is used based on the people needs, as a tool for self-expression, communication, to organize and adapt the social circumstances or environment, and for social control. One of the most widely spoken languages is English, that's why English plays necessary roles in many life aspects.

In Indonesia, English is one of subjects that taught in school. This corresponds to *Peraturan Presiden No. 28/1990*, English is taught under *Dinas Pendidikan dan Kebudayaan (Dikbud)* of Junior High School, Senior High School, and Vocational School and also under *Dinas Keagamaan* of *Madrasah Tsanawiyah* (equivalent to Junior High School) and *Madrasah Aliyah* (equivalent to Senior High School). English, in Indonesia, is a second and even third language for Indonesian people who speak Indonesian and local language.

English has four major skill or well-known as macro skill of English, including listening, reading, writing, and speaking. Listening skill and reading skill are the receptive skill, while writing skill and speaking skill are the productive skill. All of English macro skills are important to be mastered for foreign students, including writing skill. Writing is activities to find ideas,

how to express and organize them in the form of statements and developments in paragraphs that are accepted by the reader. Writing can improve our explanation skill and expressing our ideas about something also building a communication with other in the written form. Moreover, writing is skill that sharpens one's creativity and enlarges imagination, in which, the more we sharpen our writing skill, the more creativity and imagination build.

Writing skill is the skill that hard to be mastered, especially in Indonesia, English is not the first language. According to Langan (2005) in Kamal (2003) in writing skills, difficulties and complexities are found, including finding themes, developing ideas, organizing, revising, and editing for definite and error-free writing results. In general, the problems experienced by the students are lack of vocabulary and grammar mastery. A little more vocabulary mastered by the students will affect the quality of their writing skill. Beside, grammar mastery also is the one of important aspect in writing.

In line with Robert Todd Carol (1990), many students were having no needs in learning spelling and grammar properly. They think that writing and English is all about spelling and grammar and identifying good writing based on that. In addition, the facts show that the students are having mistakes in spelling, grammar, punctuation, and organization. Alfaki (2015) adds that several common causes faced by students with writing difficulties include lack of motivation, lack of time to complete writing assignments, especially when writing under pressure, lack of student writing practice, and lack of response and feedback from teachers. The same statement also delivered by English

teacher of MTsN 2 Sukoharjo through short interview with researcher, that the students have difficulties in several aspect when they started writing, they are the structure organization, lack of vocabulary, and lazy to read and practice.

In writing skill, it has several aspects to be understood. Also, writing has some kind and based on the type of text, there are several types, one of them is descriptive text. Descriptive is a text that describe about particular thing, person, or event which is usually use present tense and in form of paragraph. Descriptive writing aims to help readers visualize characters, events, places, or all of these things at once in detail. Descriptive writing allows writers to better express their writing which has more artistic freedom than expository writing.

One of factors that influence the writing skill is reading habit. Reading, based on RAND Reading Study Group (2002), is “the process of extracting and constructing meaning through interaction and involvement with written language”. So, reading comprehension occurs through interactions between readers, texts, activities, and the larger sociocultural context. Based on Nunan (2003), reading can be defined as the process of reader combines the information from the text and the knowledge their already knows to construct meaning. From these two definitions, reading skills are associated with written language or texts, where reading ability is directly proportional to writing ability.

The more students read, the wider their knowledge. According to Erlangga (2017), reading habit is considered as helpful as improving writing

skill in which writing is a product from reading. It plays an important role in writing. Writing will be easier for students if they already have information or knowledge about the topic they want to write. Also, according to previous studies, reading can increase vocabulary and confidence in writing (Maula, 2005). Reading habit is considered as the most factor that influence in writing skill, since people find out the ideas, information, experience, and fact through reading.

Besides reading habit, motivation is one of the factors that influence student learning achievement. According to Pintrich and Zusho (2002), motivation as educational motivation is an internal process that initiates and maintains activities for academic purposes. The motivation to open the initial breakthrough is a process, blends in with all its parts, and does not waver until the final destination, as stated by Vibulphol, J. (2016) "*motivation 'kick starts' the process, 'lubricates' the parts, and 'fuels' the engine to keep it running*".

Motivation is an important element in learning. Students without motivation, it is possible not to start the act of learning, and for those who have started it, without motivation they may not bear the process once they find the hardship of learning (Dörnyei, 2001; Gardner, 2007; Palmer, 2009). They have not found the purpose of learning, nor are they curious about the process being experienced. Students with high motivation have high achievement in learning English as a second language than students with low motivation (Bernaus & Gardner, 2008; Bernaus, Wilson, & Gardner, 2008; Fan & Feng, 2012; Kitjaroonchai, 2012). Motivation affects the speed and

success of training where motivation encourages starting and maintaining a long and repetitive learning process. Without motivation, to achieve long-term goals is not easy to achieve.

Since pandemic spreading, the prevention of transmission had been carried out by the government, one of them is prohibiting activities that caused crowd. Based on this statement, *Kementerian Pendidikan dan Kebudayaan (Kemendikbud)* published *Surat Edaran Nomor 15 Tahun 2020* about teaching-learning from home implementation guidelines in an emergency of spreading Covid-19. Reported from suara.com, Save the Children, a non-government organization that actively promote the children right, states that there are 646.000 schools in Indonesia closed and carried out the online learning during pandemic Covid-19. Therefore to respond the instructions, the distance learning is the government's applied solution to limit the crowd. Distance learning is applied virtually using adequate online learning media. There are many obstacles faced when online learning. According to liputan6.com, the obstacles can be the limitation of facilities to support the online learning, like smartphone and unstable networking in several place, hard to socialize with classmates, and the material presented is not maximal.

During this pandemic, in the first semester of academic year 2021/2022, MTsN 2 Sukoharjo implements online learning (*Pembelajaran Jarak Jauh (PJJ)*) and limited face-to-face (*Pembelajaran Tatap Muka Terbatas (PTMT)*). For the second semester of the academic year 2021/2022, schools carry out limited face-to-face learning, where one class only consists

of half of the total students and the provisions can change according to the situation and conditions.

Reported by online newspaper, liputan6.com, the Covid-19 effect for students are experienced a decrease in learning motivation, depressed due to independent study, left the routine, and consequently increased the dropout rate for students. In addition to suara.com, according to Save the Children's Deputy Chief Program Impact and Policy, Tata Sudrajat, Wednesday (12/16/2020), 70% of children have lost motivation to learn during the pandemic due to boredom, too many tasks, and learning methods. There are less pleasant, there is no direct interaction, and also fighting over facilities. Based on pre-research in MTsN 2 Sukoharjo, it was found that during pandemic COVID-19, because of the number of changes method of learning, there are many obstacles faced by students. According to interview with both English teacher and several students, they are more motivated when offline learning. When the learning is held online, the students tend to be lazy in learning and neglect to read the material and the assignment given by teacher. They are less motivated in online learning. In academic year of 2021/2022, it is only allowed to hold offline learning for about three months before temporarily suspended from February 2022 until unspecified times. It influences their spirit and motivation to attend the class and to understand the learning material.

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In writing, according to the pre-research, there are many problems experienced by students. When teacher ask them to write (e.g. self-introduction), they had the points of what would they write but they still confused how to arrange into sentences and paragraph. They said that they used Google Translate to help them in writing English. They do not know much the vocabulary and lack of understanding in grammar. In addition, the teacher also said, that the students had to fully lead to write. In average, they writing score is still low. They barely practice and lazy to read, are the several factors influenced why they hard to write. Their habit of reading in English is also still low. They are difficult to understand the meaning and to catch what actually the writer wants to convey. The students stated that they do not read the school material, they prefer non-academic online reading. Also, almost all of them are late to hand over their English homework.

According to the problem above, the author assumes that motivation, reading habit, and writing ability have relationship each other. Without motivation, students are hard to learn and understand the material, especially in writing. Lieb (1991) states that if a student doesn't have information or condition making them motivated, so the whole activities they do will be vain, especially when the condition is not supportive for them, including excessive anxiety and the difficulties of particular subject is high enough. If students have no motivation, they aren't able to read or write. As Morgan and Fuchs (2007) states that the important aspect helping the students to read more is motivation and it has important relationship with recognizing and reading text. If students have no motivation, they have no willingness to write and if students do not read, they will be difficult to write. In line with that, the English teacher mentions one factor making students difficult to write is lack of reading and practicing. Bruning and Horn (2000) states that motivation has critical importance to write and it is difficult to develop and keep the motivation up. Harl (2013) states that reading influence writing skill, because reading determines the writing quality. It means that, students who constantly reading will be able to write, because they know how to write.

Many studies prove that there is any positive relationship between reading habit and their writing ability and also students' motivation toward students writing ability. One of them is research done by Siska Oktawidya Wati (2021) entitled *The Correlation between Students' Reading Habit and Their Writing Ability*, proving that t-value is bigger than t-table so both

variables, reading habit and writing ability, have correlation. The second is article by Endar Rachmawaty Linuwih and Yohanes Kurniawan Winardi (2020) entitled *The Influence of Reading Habit on Students' Writing Skill*, proving that several parts of reading can influence the writing ability and both has positive relationship. Then, the article journal publication by Septa Aryanika (2016) entitled *The Correlation between the Students' Writing Motivation and the Writing Ability* show that students writing motivation toward their writing ability have significant correlation. And, the research result by Süğümlü et. al (2019) shows that students with high writing motivation scores had high writing evaluation scores.

Based on several previous studies above, they research about students' motivation and their writing ability or students reading habit and their writing ability. Many of them have the positive result in both variables. It means that, students' motivation has correlation with students writing ability and students reading habit has correlation with students writing ability. Many studies examine only two variables, while the researcher wants to know the relationship among the three, because without motivation students are not able to build their reading habits and have difficulties for mastering writing skill, especially in writing descriptive. With the problems above, the writer wants to investigate about "Relationship among Motivation, Reading Habits, and Writing Ability of The Eighth Grade Students at MTsN 2 Sukoharjo during Pandemic COVID-19 in Academic Year 2021/202".

B. Identification the Problems

From the background above, it was found that:

1. Many students lack of learning motivation during pandemic;
2. Students lazy to read and forget the material given by teacher;
3. Students do not understand the material and many of them are lazy to submit the assignments;
4. Online learning is not really effective, many obstacles face during online learning;
5. Their writing ability are still low, especially to build the content, grammar, vocabulary, and how to organize into paragraph.

C. Limitation of the Study

Based on the background of the study above, the discussion focused and not widen irrelevantly out of the topic. The researcher focused on students' motivation based on SDT (Self-Determination Theory) by Ryan and Deci (1985), students reading habit by Gaona et al (2010), and their ability in writing by Brown (2004), especially in descriptive. The researcher also focused on the second grades of MTsN 2 Sukoharjo in academic year of 2021/2022.

D. Formulation of the Problem

According to the background and limitation of the study above, the research problem of this research as follow:

1. Is there any relationship between students' motivation and their ability in writing in second grades of MTsN 2 Sukoharjo?
2. Is there any relationship between students' reading habit and their ability in writing in second grades of MTsN 2 Sukoharjo?
3. Is there any relationship between students' motivation and students reading habit toward their ability in writing in second grades of MTsN 2 Sukoharjo?

E. Research Objectives

Based on the background above, this research is aimed to confirm:

1. Whether there is any correlation between students' motivation and their ability in writing or not.
2. Whether there is any correlation between students' reading habit and their ability in writing or not.
3. Whether there is any correlation among students' motivation, students' reading habit and their ability in writing of the second grades or not.

F. Benefits of The Study

This study is hoped to give contribution to English teaching and learning. The result from this research is expected to be useful theoretically and practically:

1. Theoretical Benefits

This study is expected to add references dealing with correlation among students' motivation, reading habit, and their ability of writing.

2. Practical Benefits

a. For students

The researcher hopes that students can build their motivation to reach the successful academic, especially in writing English.

b. For teachers

It is hoped that this research can provide inspiration or ideas to teachers to motivate the students for reading and writing.

c. Other Researcher

This research is expected to be reference in arranging thesis to the next researcher and can used to increase their knowledge and learning process.

G. Definition of the Key Terms

1. Students Motivation

Based on David and Anderzej (2010), motivation can be defined as cognitive decision making to make the desired behavior with initiation and

monitoring to achieve certain goals. For students, motivation plays an important role in reminding students at the beginning, process, and end of learning about their position, informing them about the strengths of learning, directing learning activities, generating enthusiasm for learning, and making them aware of the learning journey and the importance of working.

2. Reading Habit

Reading habit can be interpreted as students' method of developing their education, perception, and knowledge creativity. Whereas reading habit according to Palani (2012) is the essential and important aspects that build personality in individual, help them developing the accuracy of thinking method, and create the new ideas.

3. Writing Ability

Writing can be interpreted as a complex metacognitive activity referring to the knowledge, strategies, basic skills, the individual's ability to coordinate various processes. According to Donn (1988), writing is organizing sentences to be a text, into certain and complete coherent that are able to communicate with readers through writing form successfully. Writing ability is someone capacity to produce written product from words, to be sentence, to be text, to be a whole coherence that readers can understand the meaning writer try to deliver.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Background

1. Reading Habit

a. Definition and Concept of Reading Habit

Reading is one of receptive skills in English supporting communication in both written and oral form. According to Linse and Nunan (2005), reading is set of skills including decoding, understanding, and delivering the meaning of the text. While according to Issa et al (2012), reading is defined as translating and interpreting written text that affects mind set, behavior, moral, and judgment. Kartal (2014) stated that reading is a language model, reading provide opportunities to learn anything of language, like vocabulary, grammar, how to organize sentence and punctuation, paragraph and text. It can be concluded that reading is skill that's closely related to understanding and interpreting texts including elements of language to form the right mindset, behavior, and moral of the reader.

It is important to make reading a habit. Habit, based on Nilsen (2012), is a repeated behavior by an individual until become less automatic, without purposed thinking when doing it, and mostly unconscious. Hence, reading habit is repeated action no matter why it occurs routinely, regularly, and unconsciously. Ögeyik and Akyay

(2009) stated that, “*reading habit is an important tool for the development of educational personalities and mental capacities of individuals.*” Therefore, reading habit can be interpreted as students' method of developing their education, perception, and knowledge creativity. Whereas reading habit according to Palani (2012) is the essential and important aspects that build personality in individual, help them developing the accuracy of thinking method, and create the new ideas. So, it can be concluded that reading habit is reading activity which is done repeatedly and routinely to develop their knowledge and the proper mindset. The more people read, the more knowledge they have.

Reading has several purposes stated by the experts. If someone has purpose in reading, they will have reading as a habit. Knutson (1997) states that having a purpose means having a reason to read and whether it involves learning/academic activities or entertainment. More broadly, Knutson divides the purpose of reading into learning and entertainment (for fun). Based on Grabe and Stoller (2002), the purposes of reading are divided into: reading for searching simple information, for skimming, for learning the text, for integrating information, write, and critique text, and for general understanding. While Anderson (2014) mentions that reading have three purposes, including reading for information, reading for fun or hobby, and reading to learn something new. It can be referred as reading have

purposes based on the exposure of the experts above, for academic activities and for hobbies or pleasures, and more broadly, by Grabe and Stoller (2002), studying and criticizing texts, integrating information, and writing.

Reading habit indicators mentioned by Gaona et al (2010) including:

- 1) Attitude toward reading, a reader reports about attitude and cognitive-affective behavior toward reading;
- 2) Reading frequency, frequency of a reader for reading books in their spare time;
- 3) Books read, the number of books that reader having read in the last three months;
- 4) Time spent on academic reading, the time that the reader spent in reading books about their school subject;
- 5) Time spent on non-academic reading, the time that the reader spent in reading everything
- 6) Motivation in family environment, a reader reports about buying books, recommending books for each other, and interesting in reading of the family;
- 7) Motivation in academic environment, a reader reports about the teacher using activities in promoting the connection with literature psychology.

Indicators of reading habit by Gaona et. al divide into attitude toward reading, reading frequency, books read, time spent on academic reading, time spent on non-academic reading, motivation in family environment, and motivation in academic environment. The attitude toward reading factor is about the behavior of the readers when they read. Reading frequency, books read, time spent on academic reading, time spent on non-academic reading factors are about number and time they have to read. Motivation in family environment and motivation in academic environment factors are about the supports from their environment to encourage reading habit.

b. Factors influence reading habit

Habits take a long process to build. Factors that influence it include interest, motivation and environment. To build reading habits, a person can start with interesting sources for them to read and will try to spend their time reading. If it is done regularly and continuously, it will reach the habit of reading. There are several factors that can influence a person's reading habits, such as student personality which includes age, social class, and parental occupation (Adetunji, 2007); access to internet facilities (Akyay & Ogeyik, 2009; Karchmer, 2001; Huang, 2004) and home videos affect students' reading habits (Kaufman, 2007). In addition, reading habits can also be influenced by parents, peer pressure, school curriculum, and teachers (Adetunji and

Oladeji, 2007). So, it can be concluded that reading habit is influenced by personality, internet access, and environment.

From the definition above we can conclude that reading is an activity towards written text, understanding, interpreting and deciphering the meaning, learning what details are in the text that affects the mindset and behavior of individuals. As the definition of habit, the activity can be a habit for someone if it is done repeatedly, routinely, and unconsciously. There are so many factors influence reading habit, but it can't get instantly, such as personality, technology advance, and environment. The indicator of reading habit mentioned by Gaona et al (2010), there are attitude toward reading, reading frequency, books read, time spent on academic reading, time spent on non-academic reading, motivation in family environment, motivation in academic environment.

2. Students Motivation

a. The Concept of Learning Motivation

Based on David and Anderzej (2010), motivation can be defined as cognitive decision making to make the desired behavior with initiation and monitoring to achieve certain goals. Brophy (2010) states a similar statement where motivation can be defined as a theoretical construct to explain the intensity, initiation, direction, persistence, and behavior, especially the attitude you want to form. From the following theories above, it can be concluded that motivation

is a concept in the development and decision in carrying out mental activities to form the desired behavior.

According to Mc. Donald, motivation is a change in a person's energy from the emergence of feelings and responding to goals. From the notion of motivation put forward by Mc. Donald, contains three important elements, including; a. motivation initiates a change in energy in a person (even though motivation arises from within humans), which will affect human physical activities, b. motivation is characterized by the emergence of feelings, one's affection. In which, motivation in this case is relevant to psychological, affective, and emotional issues that can determine a person's behavior, c. motivation will be stimulated by the existence of a goal, which can be interpreted as a response to an action in the form of a goal. From the description of the elements of Mc. Donald, motivation is a complex thing.

The study of motivation is associated with other fields, one of which is education. According to Miltiadou and Savenye (2003), motivation is one of the most important aspects of learning in the educational environment. Based on Paris & Turner (1994), motivation is a "learning machine" that (Schunk & Usher, 2012) affects what, when, and how students learn. While Ryan and Deci (2000) in their study argue that motivated students are able to overcome challenges in their learning activities and are able to actively find strategies about what facilities can support their learning process appropriately, enjoy

their learning activities and show good efforts, also have perseverance and creative power. Karim (2012) considers that learning motivation is a strong belief by individuals to guide their learning, do it continuously, strengthen historical understanding, and increase learning output. It can be concluded that learning motivation is an impulse affecting students in learning activities and in the process appears perseverance and good efforts so that they can improve learning outcomes.

For students, motivation plays an important role in reminding students at the beginning, process, and end of learning about their position, informing them about the strengths of learning, directing learning activities, generating enthusiasm for learning, and making them aware of the learning journey and the importance of working. Motivation is important in determining how much students learn the learning material and how much they capture the information presented to them. Motivated students have a lot of energy and use higher cognitive processes when learning.

b. The Functions of Learning Motivation

One factor that causes the success of the teaching and learning process is student learning motivation. Wina Sanjaya (2010) reveals the two functions of motivation in the learning process;

1) Encourage students to be active

Motivation can be interpreted as behavior caused by impulses that arise from within. The size of a person's enthusiasm is determined by the size of that person's motivation. When students have high learning motivation, they will be eager to submit assignments on time and try to get good grades. Motivation directs student behavior towards certain goals, such as achievement in learning. Also, motivation increases effort and energy so it is very likely that students become more active if they are motivated.

2) As director

Motivation serves as a driving force in achieving achievement. The existence of good motivation in learning will show good results.

Motivation of learning, apart from being energy to move students to learn, also directs students to direct student activities to achieve learning goals. According to Winarsih (2009), motivation has three functions, 1) encouraging people to act, 2) determining the direction of action towards the goals to be achieved, 3) choosing actions, making priorities and sorting out which activities will be carried out and putting aside activities that are deemed less necessary. The three function of learning motivation mentioned before are necessary for students to keep their motivation up, so they act actively and prioritize for achieving their learning goals.

Motivation encourages students to achieve learning achievements and maintain them. Thus, students will determine the direction of their actions to the goals they want to achieve and can choose what to do according to the planned goals. Without motivation, it may be difficult for students to reach the learning goals.

c. Types of Motivation

According to Self-determination Theory (SDT), students can be categorized as intrinsically motivated, extrinsically motivated, or amotivated. Deci and Ryan (2011, p. 416) defined SDT as “*an empirically derived theory of human motivation and personality in social contexts that differentiates motivation in terms of being autonomous and controlled.*” With this theory, (Deci & Ryan, 1985) distinguish types of motivation based on different goals that will lead to an action. More will be discussed below;

1) Intrinsic Motivation

In general, intrinsic motivation refers to activities that are carried out for oneself, as well as the pleasure and satisfaction of doing them (Deci 1975; Deci and Ryan 1985). According to Prayitno (1989), intrinsic motivation can mean the desire to do something caused by internal factors. Students who are intrinsically motivated can be seen from their persistence during learning activities to achieve the desired goals, always curious about many things, wanting to be known and wanting to show their

abilities to others. So, intrinsic motivation appears from person itself for achieving their goals, they enjoy something and do not expect anything from the activity.

(Csikszentmihalyi & Rathunde, 1993; Ryan, 1995) stated that the constructs of intrinsic motivation tend to describe the natural demands of assimilation, mastery, spontaneous interest, and exploration which are very important for cognitive and social development which represent a source of enjoyment and vitality throughout life. Intrinsically motivated students tend to learn because of great curiosity and they enjoy it, not being influenced by external rewards such as academic achievement. It is important for them to acquire new skills and gain insight without seeking rewards.

A similar statement was also conveyed by Maslow (1970) as quoted in Brown (2000:76), once students are motivated internally (intrinsically), no matter what reward they will get, they will continue to strive for self-esteem and fulfillment. They can also absorb and understand the material longer, because the purpose of their learning is to learn not to receive rewards for the learning they do. From those statements, students who intrinsically motivated get a lot of benefit. Besides being able to understand the material longer, they also do not expect any rewards for their achievement, or we can say it purely enjoy something.

2) Extrinsic Motivation

Extrinsic motivation is the opposite of intrinsic motivation. Extrinsic motivation can be defined as the urge to do activities or the motive for doing so is caused by external stimuli. Generally, people who are extrinsically motivated are focused on the future or the outcome that will be obtained. Things that can affect extrinsic motivation are learning conditions, family conditions, social conditions, and any supporting facilities. Thus, students who are externally motivated, carry out learning activities due to rewards or opportunities that will be obtained afterwards. In otherwise, extrinsic motivation is different with intrinsic motivation. If intrinsic motivation not does something for purpose except enjoy, extrinsic motivation definitely does something for purposes.

External motivation, by Ryan and Deci (1985) is divided into four, namely external regulation, introjection regulation, identified regulation, and integrated regulation. First, external regulation, representing behavior that is regulated externally, for example giving rewards or punishments. Second, introjected regulation, refers to behavior that has begun to be internalized but has not been fully self-determined, for example to gain social recognition or avoid feelings of guilt and social pressure. Third, identified regulation, behavior is more determined by the individual, by accepting the results even though it is with a little

stress and not even too pleasant. And the last, integrated regulation, represents behavior that is more self-determined which aligns and brings coherence to its part on behavior out of choice. Deci and Ryan (1991) emphasize that even though identified regulation is fully integrated and self-determined, it still belongs to external motivation behavior because it is done for personal purposes and not from an inherent attraction.

Based on Ryan and Deci (1985), motivation is divided into intrinsic motivation and extrinsic motivation. Intrinsic motivation is a motivation appears from individual inner, so when they are doing something, they never expect the good result but the comfortable of doing something. Meanwhile, extrinsic motivation can be described as motivation appears because of external goals, an example for students who externally motivate, they attempt to study because they want to achieve and to maintain their high scores.

Meanwhile, Gardner and his socio-educational model describe attitudes and motivations in learning foreign languages, becoming integrative motivations and instrumental motivations.

1) Integrative motivation

Students want to be part of the culture they want to learn which is identified from the cultural features and values that represent the language. Therefore, they may study English wanting to live in an English-speaking country, interact with English-

speaking social groups, or even study and work in that country, and so on.

2) Instrumental motivation

Instrumentally motivated students study language as a tool with a different purpose. They study language as a means to study, read, or promote. They also think that learning the language will help them, but they have no demand for the language itself.

Gardner also divides motivation into two types, integrative motivation and instrumental motivation. This theory is described about motivation in learning foreign languages. Integrative motivation can be concluded that students who learning language want to be part of the language that can be obtained from the cultures and the language value. While instrumental motivation can be described as a tool that will help students in the future, but they just study, read, or promote the language itself.

d. Factors that affect students motivation in learning English

Harmer (2001) shows that there are four factors that can influence students' motivation in learning English. It describes below;

- 1) The community where the student lives; People's social attitudes towards learning, in particular, English determines and influences students towards the language being studied and has an effect on the level of motivation that students carry during classroom learning.

- 2) The closest people; the closest people can mean family, where students' attitudes in learning English are carried away from their responses or influenced by them.
- 3) The teacher who teaches; the teacher is considered the main factor in the sustainability of student motivation. The attitude of the teacher, the task given, and the method used by the teacher when teaches are very important in growing student motivation.
- 4) Learning method; the learning method used creates trust when learning takes place between teachers and students. If both are comfortable with the learning method used, the greater the likelihood of success.

Harmer (2001) states that motivation can be affected into four factors, including the community where the students live, the closest people, the teacher who teaches, and learning method. So, it can be concluded that environment is greatly affects the motivation. If the environments support them well, it is not impossible for students to bring up the motivation in every learning process.

According to Kompri (2016) learning motivation is a psychological aspect that experiences development that is affected by physiological conditions and psychological maturity of students. Some elements that influence motivation in learning are:

- 1) Students' aspirations and their future goals; the ideals will strengthen students' learning motivation both intrinsic and extrinsic.
- 2) Student ability; the desire of a child needs to be balanced with the abilities and skills in achieving it.
- 3) Student condition; the condition of students which includes physical and spiritual conditions. A student who is sick will interfere with attention to the learning he is following.
- 4) Student environmental conditions; the student environment can be in the form of the natural environment, residential environment, peer association and social life.

Besides Harmer, Kompri (2016) also states about factors influence students' motivation. There are students' aspirations and their future goals, students' ability, students' condition, and students' environmental conditions. Without motivation, students may difficult to determine what steps they have taken to achieve their goals. And, factors that influence students' motivation can be concerned by both teacher and students itself to achieve learning goals together.

From explanation above, it can be concluded that students' learning motivation determines the efforts that will be made in learning activities and improves also maintaining learning outcomes that are carried out repeatedly. Motivation has several types. Based on Self Determination-Theory by Ryan and Deci (1985) divide the types of

motivation into three; amotivation, intrinsic motivation, and external motivation. It can be concluded that motivation can be affected by several factors. Based on the theories above, mostly are mentions about environment.

3. Writing Skill

a. Definition of writing

Kellogg (1999) states that writing is thinking. Writing a text requires full concentration and full effort with the involvement of the individual, the writer must periodically monitor and evaluate how the thinking and writing process is going. Coffin et al. (2003: 20) describe writing is as an evaluation process, helping to promote critical thinking, and developing the students' communication and professionalism. Writing can be interpreted as a complex metacognitive activity referring to the knowledge, strategies, basic skills, the individual's ability to coordinate various processes.

Graham (1997) identifies four important things in writing, namely 1) understanding or knowledge of writing and how to write a topic, 2) skills or skills to produce and compose texts, 3) processes to energize and motivate individuals to keep writing passionately, 4) focuses thoughts and actions through the strategy of writing objectives. In their book "Theory and practice of writing" Grape and Kaplan (1996) explore writing activities in a rhetorical triangle consisting of

the reader, as the recipient of the results of a writing process, the writer, as the originator of the message or messenger in written form, and subject matter and text itself. These three aspects must be considered by the writer or reader when writing or reading, each of which has an important role.

Writing plays an important role in the world of education, where there must be concrete knowledge of general concepts of writing, writing approaches, methods and techniques of teaching writing, types of writing, teacher's role, evaluation, and so on. In line, Reid (1993) states that writing skills are a very important component in order to enable students to understand the different components of language acting together in harmony. Students who can write, means that they are understand and absorb the material given.

Writing is considered the most difficult language skill to learn, compared to other major abilities in English. Dixon and Nessel (1983) stated that writing requires a lot of effort to produce meaning, compared to listening and reading. Nunan (1999) even considers it a major challenge to be able to produce “coherent, fluent, and broad writing” in one's second language. A skill can't be gained instantly, there are many steps to master every skills, as same as writing skill. Writing skill involves other English skill, including reading, vocabulary, and grammar. It requires reading a lot to develop the content of writing and how to organize a good paragraph.

b. Writing process

Harmer (2004) states that teaching writing skills is different from other skills, due to "the nature of the writing process", "the need for accuracy in writing", and "the mental processes experienced by students when writing". Many researchers had been developed the process of writing, also Harmer divided into four, there are:

1) Planning

At this stage it has to do with the use of vocabulary and keywords to start writing. According to Harmer (2004), individuals try and decide what will be discussed before starting to write, where each individual has his own portion of writing, for example for individuals one may involve detailed information and others may be sufficient. So, in the planning process the writer must think about the purpose of writing, the structure of the writing, and the audience in which the three main components encourage the writer to enter the drafting stage.

2) Preparation

The first writing can be referred to as a draft (Harmer, 2004). This stage connects the ideas from the planning stage as a whole, which demonstrates the individual's ability to combine words coherently. The drafting stage allows individuals to reprocess vocabulary, look for sources to make their paragraphs more detailed, and make individuals more fluent in writing.

3) Editing

This stage is the revision stage after students get feedback or comments from the teacher. The editing stage is a process to produce a final piece of writing, so it is possible to experience many changes from the draft version.

4) Final version

This is the final version made by students based on feedback that has been given by the teacher. In this final version stage, students are expected to be able to produce good written works, in terms of content, grammar, and vocabulary. Harmer (2004) states that, once individuals revise their draft, making the necessary changes, they come to the stage of producing their final version.

Harmer (2004) divides the process of writing consist of four components, including planning, drafting, editing, and final version. Planning is the first stage to think what students want to write, the structure how the ideas run on until the finish. Drafting is the second stage after planning the ideas, and then the students write the first version of their writing. Editing is the third stages that the students make revision after get feedback from the teacher and may get many changes than the first version. And the last is final version, in this stage students make a final arrangement from their writing.

c. Kind of writing text

Text can be defined as a meaningful linguistic in linguistic and non-linguistic context and can be form in spoken and written. According to Biber (1988) cited in Hyland (2004), there are several types of text genres in English, such as narrative, descriptive, and exposition. Meanwhile, Anderson and Anderson (2003) divide it into two main categories, namely literary and factual. Based on Grammarly.com, there are four main types of writing; expository, descriptive, persuasive, and narrative.

1) Expository writing

Expository is an exposure, a fact. Expository also can be defined as an analysis text. The function of expository text is to persuade the reader or listener that something is the case. This is perhaps the most common type of writing encountered. In expository writing, a topic is introduced and arranged in a logical sequence without being guided by the author's arguments or personal opinions, in other words, it is an explanation of facts based on research and can be validated for truth.

Expository text contains three components, 1) thesis; to introduce a topic and indicate writer's position, 2) argument; its function, as the body of text, is to restate the main argument outline and elaborate it, 3) reiteration; to provide a restatement based on the writer's position. Expository writing can be in the form of

textbooks, journals (except opinion and editorial articles), business writing, etc.

2) Persuasive Writing

Persuasive or argumentative writing has the aim of influencing the reader from the writer's point of view. In persuasive works, the writer expresses his personal opinion in writing on a topic and attaches evidence that is in accordance with their opinion so that it influences the reader to agree with it.

3) Narrative writing

The purpose of narrative writing is to tell a story, both real and imaginary. In addition, the function of narrative text also can be amuse, entertain, and to deal with vicarious or actual experience in different ways. Narrative text contains five components, they are 1) orientation; it is the beginning of text to set the scene and introduce the participants, 2) evaluation; a stepping back to evaluate the plight, 3) complication; a crisis arise, 4) resolution; a part that crisis is resolved to be better or worse, 5) re-orientation, it is an optional part. Through narration, readers can understand and learn about what happened. Narrative writing can be any type of fiction (novels, short stories, novellas, etc.), biographies, poetry, etc.

4) Descriptive writing

As (Gerot & Wignel, 1994; Knapp & Watkins, 2005) stated, descriptive text is a type of text to describe particular thing, person, place, and or event by the writer to the readers. Descriptive writing aims to help readers visualize characters, events, places, or all of these things at once in detail. Descriptive writing allows writers to better express their writing which has more artistic freedom than expository writing. It can be concluded that descriptive text describes particular thing, person, or event, or place in detail and have more creativity in writing.

In descriptive text, a writer describes an object that can be a person, an animal, a tree, or anything else. It contains two components, 1) identification; to identify the object to describe, and 2) description; to describe parts, qualities, and characteristics of the object. In addition, descriptive text may include some information to answer or explain the question *what, who, where, when, why, and how*.

Derewianka (1990); Emilia and Christie (2013); Gerot and Wignell (1994); Knapp and Watkins (2005) state that descriptive text applies some linguistics features, they are:

- a) Focus on a particular participant or thing as the main character
- b) Using present tense as dominant tense

- c) Often use linking verb (is, are, has, have, belongs to) to classify and to describe the appearance or the quality and the part or function of participants.
- d) Using action verbs and processes in describing actions or behaviors performed by the main character in the text
- e) Using mental verbs when describing feelings
- f) Using adjectives and adverbs to add information to nouns and verbs to provide a more detailed description of the topic being raised.
- g) Using adverbial phrases to describe more about the way, place, time which is sometimes manifested in embedded clauses that function as circumstances.

Writing text is divided into many types, part of them are expository writing, persuasive writing, narrative writing, and descriptive writing. Expository text or it can be interpreted as fact and the goal is persuade the reader something in the case. Persuasive writing is an argumentative text that influencing the readers from writer's point of view. Narrative text is aimed to tell a story, it can be fiction or factual that writes to amuse or entertain the readers. And then, the highlight of this research is descriptive text. A descriptive can be concluded to describe a thing, person, place, or event to readers.

d. Assessing Writing

Assessing writing is one of ways to know the students ability in writing. According to Brown (2004), to assess writing is divided into three, holistic scoring, primary trait scoring, and analytic scoring. In analytic scoring, Brown (2001) states that there are several components in writing to measure the final product, namely content, organization, use of vocabulary, grammar, and mechanical considerations such as spelling and punctuation.

In which (1) the contents include a thesis statement, the link of ideas, developing ideas with experience, an illustration, facts and opinions, descriptions, comparisons, causal relationships, and the focus of research; (2) the organization consists of the introduction, the preparation of logical ideas, conclusions; (3) discourse includes topic sentences, coherent paragraphs, rhetorical conventions, transitions, cohesion, references, text variations, fluency, and discourse markers; (4) syntax related to grammar; (5) vocabulary related to the use of diction; and (6) mechanics consisting of spelling, reference citations, neatness, punctuation, and appearance.

From the description above, it can be concluded that writing is a complex metacognitive activity referring to the knowledge, strategies, basic skills, the individual's ability to coordinate various processes. The text has several types, one of them is descriptive text. To assess writing,

there are several indicators stated by Brown, such as content, organization, grammar, vocabulary, and mechanics.

B. Previous Study

There are several studies conducted by some researchers related to students' motivation, students' reading habit and students' writing ability.

Table 2.1

Previous Study

No.	Previous Study	Similarity	Difference
1.	The Correlation between Students' Motivation in Online Learning and Their Reading Comprehension of The Eighth Graders at SMPN 4 Ponorogo written by Dian Ayu Putri Assary (2021)	The similarities are related to: <ul style="list-style-type: none"> • Students' motivation as independent variable; and • Same subjects' grade of junior high school. 	<ul style="list-style-type: none"> • If the study held on online learning, while this study will hold in the pandemic situation, which is it can be online or offline learning. • The dependent variable of the research is different, this research dependents variable is writing skill
2.	The Correlation among The Students' Writing Motivation, Writing Anxiety and Writing Ability at SMP Ahmad Dahlan Kota Jambi written by Meili Suriansih (2020)	The similarities are related to: <ul style="list-style-type: none"> • Students' motivation and writing ability as independent and dependent variables, also • Same subjects' grade of junior high school. • Using 	The difference between the study and this study is: <ul style="list-style-type: none"> • Another independent variable. The study research about students' anxiety, while this study will research about students' reading

		questionnaire and test to collect the data.	habit.
3.	The Influence of Reading Habit on Students' Writing Skill by Endar Rachmawaty Linuwih, Yohanes Kurniawan Winardi (2020)	The similarities are related to: <ul style="list-style-type: none"> • The reading habit and writing skill variables; • It also use questionnaire to measure the quality of students' reading habit. 	And the differences are: <ul style="list-style-type: none"> • This research using two independent variables and one dependent variable; • The research uses college students as subjects, while this research will use the second grade of junior high school as subjects.
4.	Relationship Between Writing Motivation Levels and Writing Skills Among Secondary School Students by Üzeyir Süğümlüa, Hasan Hüseyin Mutlub, and Enes Çinpolat (2019)	The similarity is related to: <ul style="list-style-type: none"> • Motivation as independent variable and writing skill as dependent variable. 	The difference are: <ul style="list-style-type: none"> • This research using two independent variables and one dependent variable; • The research states the findings through gender and grade levels; • The research above uses three secondary schools as subjects, while this research will use the second grade of junior high school as subjects.
5.	The Correlation between the Students' Writing Motivation and the Writing Ability by Septa Aryanika (2016)	The similarity is related to: <ul style="list-style-type: none"> • Motivation and writing ability. 	And the differences are: <ul style="list-style-type: none"> • The research above has two variables while this research using two

			<p>independent variables and one dependent variable.</p> <ul style="list-style-type: none"> • The research above uses eleventh grade students of senior high school as subjects, while this research will use the second grade of junior high school as subjects.
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C. Rationale

From the problems that have been described in the background, the author draws three related research questions. Writing is an ability that is formed through a long process, where many factors expressed by experts influence it, including motivation and reading habits. There have been many studies that have examined the correlation of students' motivation to writing skills and reading habits to reading habits, and have a significant correlation. Without motivation, students are not moved to read. The habit of reading according to Sadan (2012) is one of the important aspects to shape an individual's personality, helps develop the right mindset, and also builds new ideas as an effort to create a literacy society. Kessler (2006) in Ayu et al (2018, pp. 111) states that there are claim that “... *good writers are good readers... Good reading is the key to becoming a good writer... Becoming a good writer works together with becoming a good reader*”. Without reading, students have difficulty in determining the topic of writing and compiling it

into a paragraph. Without motivation, students are not moved to write and influence student learning achievement.

D. Hypothesis

Hypotheses are predictions, almost always about predicting the relationship between variables. The hypotheses in this research are;

1) Ho:

- a. There is no correlation between students' motivation and their ability in writing in second grades of MTsN 2 Sukoharjo
- b. There is no correlation between students' reading habit and their ability in writing in second grades of MTsN 2 Sukoharjo
- c. There is no correlation between students' motivation and students reading habit toward their ability in writing in second grades of MTsN 2 Sukoharjo

2) Ha:

- a. There is any correlation between students' motivation and their ability in writing in second grades of MTsN 2 Sukoharjo
- b. There is any correlation between students' reading habit and their ability in writing in second grades of MTsN 2 Sukoharjo
- c. There is any correlation between students' motivation and students reading habit toward their ability in writing in second grades of MTsN 2 Sukoharjo

CHAPTER III

RESEARCH METHOD

A. Research Design

Jahoda, Deutch & Cook state that research design is a set of conditions for collecting and analyzing data in a way that combines relevance for the purposes of the research along with economics and procedures. Research design can also be interpreted as a plan, structure and strategy and investigation to obtain certainty in looking for questions and variants of control. Meanwhile, according to Grey (2014), research design procedures about the data needed in research, the methods that will be used to collect and analyze the data, and how to answer research questions through all of it.

In this research, the researcher use quantitative method. The study used correlation design. A correlational study seeks to ascertain relationships between two or more variables. This research aims to know the correlation between students' motivation and students' reading habits toward their ability in writing. Students' motivation as an independent variable (X1), students' reading habit as an independent variable (X2), and writing ability as a dependent variable (Y).

B. Research Setting

This research conducted at the eighth grade of MTsN 2 Sukoharjo in the academic year 2021/2022. This school is located Jl. KH Agus Salim,

Sawah, Joho, Kec. Sukoharjo, Kabupaten Sukoharjo, Jawa Tengah. This school is chosen by researcher because this school is active in the online and offline conditions. The pre-research was done in October 2021 to align the conditions of school, the background of the study, and conducted the data for arranging the methodology research.

C. Population, Sampling, and Sample

Population, according to Kumar (2000), is the set of all objects that have the same predetermined characteristics for research purposes. Meanwhile, according to Sekaran (2000) population is the whole of a group of people, events, or interesting things that a researcher wants to study or investigate.

The population of this research is all students in eighth grade of MTsN 2 Sukoharjo in academic year 2021/2022 with a total of 366 students, 173 male students and 193 female students. The research sample, according to Schofield (1996), is a set of elements selected from a population in several ways.

For sampling, in order to obtain a representative sample of the entire population, each subject in the population has the same opportunity to be sampled in a study. The sampling technique used by the researcher is proportional random sampling, which is one type of probability sampling. According to Arikunto (2006), this technique does the sampling in every sub of population because each subject in the population has the same right to be

chosen as a sample. She also said that the number of sample taken, if the total population less than 100, so it is better to take all of the population, or well-known as total sampling. While, if the population is more than 100, the sample can be taken 10-15% or 20-25% or more from the population. The population of this study is 366 students and the researcher used 20% or 75 participants from population.

D. Techniques of Collecting the Data

In this study, to collect each variable is using a different instrument. In correlation research, numerical data is needed to measure the data. To collect data about students' motivation and reading habits, the author uses a questionnaire. Meanwhile, to collect writing ability data, the author uses a writing test.

E. Research Instrument

In this research, to collect the students' motivation data is using questionnaire. In other hand, to collect student's writing ability is using writing test.

1. Questionnaire

According to Arikunto (2010), a questionnaire is *"a number of written questions that are used to obtain information from the respondent in the sense of a report about his personality, or things he knows"*. Meanwhile, according to Nurgiyantoro (2010), *"the questionnaire is a list*

of written questions addressed to students in research: respondents about certain problems, which aim to get responses from these respondent students".

a. Motivation Questionnaire

Questionnaire items developed from the self-determination theory (SDT) from Ryan and Deci (1985) related to students' writing skills. The type of motivation used is the type of intrinsic motivation and the type of extrinsic motivation (external regulation, interjected regulation, identified regulation, and integrated regulation), amotivation type is not included. The questionnaire used a Likert scale with a range of one to four, (1) strongly disagree, (2) disagree, (3) agree, and (4) strongly agree. The several statements of this questionnaire were adapted and modified from another research by Adventia Emilia Krysna Sipi Seda (2013) in her thesis entitled "*Hubungan Motivasi Menurut Perspektif Self Determination Theory (Sdt) Dan Prestasi Akademik*".

Table 3.1

Motivation Scale Blueprint Table

Type of Motivation	Indicator	Total Statement
Intrinsic Motivation	Doing something for their own satisfaction and pleasure	4
External Regulation	Doing something to achieve the result or other external factor (reward or punishment) that you want to achieve	4

Interjected Regulation	The need to do something to get positive feelings or avoid negative feelings	4
Identified Regulation	Doing something that is considered important to achieve the goal	4
Integrated Regulation	Doing something according to their self-concept	4

b. Reading Habit Questionnaire

Questionnaire items developed from reading habit indicators by Gaona et al (2010). The indicators include seven points, they are attitude toward reading, reading frequency, books read, time spent on academic reading, time spent on non-academic reading, motivation in the family environment, and motivation in the academic environment. The questionnaire will use a Likert scale with a range of one to four, (1) strongly disagree, (2) disagree, (3) agree, and (4) strongly agree. The several statements of this questionnaire were adapted and modified from another research by Samrotul Muawanah (2014) in her thesis entitled “*THE RELATIONSHIP BETWEEN STUDENTS’ READING HABIT AND THEIR READING COMPREHENSION (A Correlational Study at the Second Grade Students of SMA Dua Mei Ciputat)*”.

Table 3.2

Reading Habit Blueprint Table

Aspect of Reading Habit	Indicator	Total Statement
Attitude toward reading	A reader reports about attitude and cognitive-affective behavior toward reading	3
Reading frequency	Frequency of a reader for reading books in their spare time	3
Books read	The number of books that reader having read in the last three months	3
Time spent on academic reading	The time that the reader spent in reading books about their school subject	4
Time spent on non-academic reading	The time that the reader spent in reading everything	3
Motivation in family environment	A reader reports about buying books, recommending books for each other, and interesting in reading of the family	4
Motivation in academic environment	A reader reports about the teacher using activities in promoting the connection with literature psychology	4

2. Writing test

The test, according to Arikunto (2010) is "a series of questions or exercises and other tools used to measure skills, intelligence knowledge, abilities or talents possessed by individuals or groups". To collect data from students' writing ability, the researcher used a writing test. The test was carried out are in accordance with the learning materials in the textbooks used by students at the time of learning and also with the consideration of the subject teacher. To assess writing, the researcher uses

writing rubric by Brown (2007) including content, organization, grammar, vocabulary, and mechanism.

Table 3.3
Writing Scoring Rubric

Aspect	Score	Performance Description	Weighting
Content (C) 30% - Topic - Details	4	The topic is complete and clear and the details are relating to the topic	3x
	3	The topic is complete and clear but the details are almost relating to the topic	
	2	The topic is complete and clear but the details are not relating to the topic	
	1	The topic is not clear and the details are not relating to the topic	
Organization (O) 20% - Identification - Description	4	Identification is complete and descriptions are arranged with proper connectivity	2x
	3	Identification is almost complete and descriptions are arranged with almost proper connectivity	
	2	Identification is not complete and descriptions are arranged with few misuse of connectives	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar (G) 20% - Use present tense - Agreement	4	Very few grammatical or agreement inaccuracies	2x
	3	Few grammatical or agreement inaccuracies but not affect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V)	4	Effective choice of words and word forms	1.5x

15%	3	Few misuse of vocabularies, word forms but not change the meaning	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics (M) 15% - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation, and capitalization	1.5x
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and capitalization	

$$\text{Score} = \frac{3C + 2O + 2G + 1.5V + 1.5M}{40} \times 10$$

F. Data Validation

1. Validity

Validity is an index that shows what the measuring instrument wants to measure is actually measured by the measuring instrument. The validity of the questionnaire was tested using the product moment correlation technique between the scores of each questionnaire item and the total score through the SPSS 23 program. The instrument is said to be valid if the correlation value is positive and the correlation probability value is < correlation significance level (α) 0.05. The students validity results below;

a. Students' Motivation Questionnaire Validation

Table 3.4

Validity Test of Students' Motivation Questionnaire

Question	R value	R table 5% (n = 75)	Criteria
1.	0.429	0.227	VALID
2.	0.485	0.227	VALID
3.	0.557	0.227	VALID
4.	0.577	0.227	VALID
5.	0.520	0.227	VALID
6.	0.444	0.227	VALID
7.	0.465	0.227	VALID
8.	0.579	0.227	VALID
9.	0.431	0.227	VALID
10.	0.354	0.227	VALID
11.	0.522	0.227	VALID
12.	0.629	0.227	VALID
13.	0.530	0.227	VALID
14.	0.556	0.227	VALID
15.	0.588	0.227	VALID
16.	0.696	0.227	VALID
17.	0.682	0.227	VALID
18.	0.398	0.227	VALID
19.	0.498	0.227	VALID
20.	0.450	0.227	VALID

In table 3.4, the basis for making conclusions that the questionnaire was valid, if r_{observed} was greater than r_{table} , then the questionnaire items could be said valid. Also, if r_{observed} is smaller than r_{table} , the questionnaire item could be said to be invalid. To determine the r_{table} can be based on the formula $df = n - 2$, but it is also possible to use the entire sample. The researcher used all samples consisting of 75 participants, so the r_{table} is 0.227 for 5% significance. Based on the experts' statement in the books entitled "*VALIDITAS DAN RELIABILITAS PENELITIAN*" (p. 159) is mentioned that if the correlation score is more than .50, it has high validation. While, if the correlation score is more than .30, it has good validation.

From table 3.4 above, it can be concluded that the r_{count} on each item of the motivation questionnaire was more than r_{table} at a significance of 5%, then the questionnaire was declared valid and feasible.

b. Students' Reading Habit Questionnaire Validation

Table 3.5

Validity Test of Students' Reading Habit Questionnaire

Question	R value	R table 5% (n = 75)	Criteria
1.	0.551	0.227	VALID
2.	0.436	0.227	VALID
3.	0.455	0.227	VALID
4.	0.331	0.227	VALID
5.	0.523	0.227	VALID

6.	0.439	0.227	VALID
7.	0.540	0.227	VALID
8.	0.401	0.227	VALID
9.	0.277	0.227	VALID
10.	0.397	0.227	VALID
11.	0.299	0.227	VALID
12.	0.508	0.227	VALID
13.	0.365	0.227	VALID
14.	0.462	0.227	VALID
15.	0.495	0.227	VALID
16.	0.403	0.227	VALID
17.	0.542	0.227	VALID
18.	0.605	0.227	VALID
19.	0.418	0.227	VALID
20.	0.325	0.227	VALID
21.	0.494	0.227	VALID
22.	0.456	0.227	VALID
23.	0.537	0.227	VALID
24.	0.387	0.227	VALID
25.	0.336	0.227	VALID

In table 3.5, the basis for making conclusions that the questionnaire was valid, if r_{observed} was greater than r_{table} , then the questionnaire items could be said valid. Also, if r_{observed} is smaller than r_{table} , the questionnaire item could be said to be invalid. To determine the r_{table} can be based on the formula $df = n - 2$, but it is also possible to use the entire sample. The researcher used all samples consisting of 75 participants, so the r_{table} is

0.227 for 5% significance. Based on the experts statement in the books entitled “*VALIDITAS DAN RELIABILITAS PENELITIAN*” (p. 159) is mentioned that if the correlation score is more than .50, it has high validation (found in question number 1, 5, 7, 12, 17, 18, 23). While, if the correlation score is more than .30, it has good validation (found in question number 2, 3,4, 6, 8, 10, 13, 14, 15, 16, 19, 20, 21, 22, 24, 25).

From table 3.5 above, it can be concluded that the r_{observed} on each item of the motivation questionnaire was more than r_{table} at a significance of 5%, then the questionnaire was declared valid and feasible.

2. Reliability

Reliability is an index that shows how far the measuring instrument can be trusted, where the results shown from the measurement will remain consistent if it is carried out twice or more with the same symptoms and the same measuring instrument. The reliability method that is often used in research is the Cronbach's Alpha method which is suitable for use on dichotomous scores (0 and 1). The calculations that will be generated from the Cronbach's Alpha method are equivalent to using the KR-20 and Anova Hoyt methods. The researcher used SPSS 23 to measure the reliability of the instrument items but it can be calculated manually use the Cronbach's Alpha formula as follows;

$$r_{11} = \left[\frac{k}{(k-1)} \right] \left[1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right]$$

Description:

r_{11} : instrument reliability

k : the number of questions

$\sum \sigma_b^2$: number of item variance

Σt^2 : total variance

The result of reliability of students' motivation and students' reading habit questionnaire below;

a. Students' Motivation Questionnaire Reliability

Table 3.6

Reliability of Students' Motivation Questionnaire

Reliability Statistics

Cronbach's	
Alpha	N of Items
.738	21

In table 3.6, the reliability score on the motivation questionnaire was 0.738. The score, according to Guilford's (1956) category, is in the interval 0.60 to 0.80 and has high reliability. So it could be concluded that the items in the reading habit questionnaire were valid and reliable.

b. Students' Reading Habit Questionnaire Validation

Table 3.7

Reliability of Students' Reading Habit Questionnaire

Reliability Statistics

Cronbach's Alpha	N of Items
.724	26

In table 3.7, the reliability score on the motivation questionnaire is 0.724. The score, according to Guilford's (1956) category, is in the interval 0.60 to 0.80 and has high reliability. So it can be concluded that the items in the reading habit questionnaire are valid and reliable.

G. Technique of Analyzing the Data

1. Descriptive Analysis

The researcher applies descriptive analysis before conducted the research into statistical analysis. The researcher will find out about how the students' motivation, how the student' reading habit, and how students' writing ability. It used to know about high or low the motivation of students, high or low their reading habit, and the mean of students' writing score. It is calculated by SPSS 23 and described the data using descriptive analysis.

2. Hypothetical analysis

Huck (2012) stated that the Pearson correlation was used to see the correlation between the two instrument scores. The greater the Pearson correlation value (r) on the two instruments, the greater the level of validity of the instrument. Hypothesis testing will be calculated with the help of SPSS 23.0 for windows or can use the following formula;

$$r = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$$

Description:

- r : Correlation coefficient
- $\sum X$: Total item score
- $\sum Y$: Total score of items
- n : Number of respondents

The correlation of the variables between X1 with Y, and X2 with Y is using simple correlation analysis and will be helped by SPSS 23.0 for windows. And to answer the correlation between X1, X2, and Y is using multiple correlation analysis and will be helped by SPSS 23.0 for windows. And below is the correlation coefficient for the guidelines whether between variables have correlation or not.

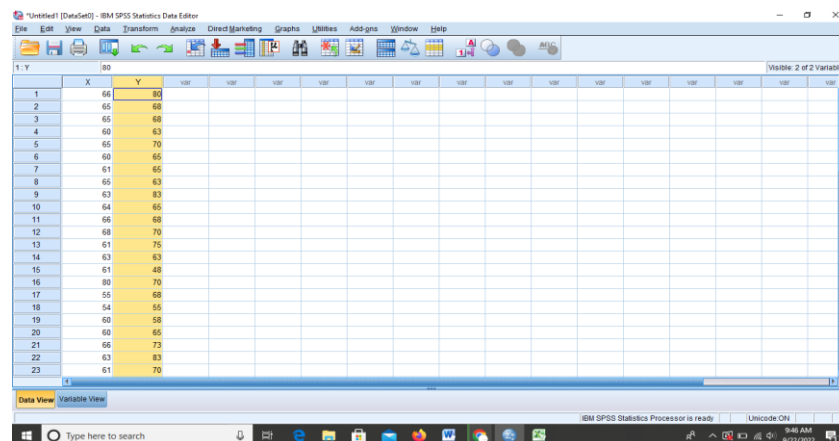
Table 3.8

Correlation coefficient

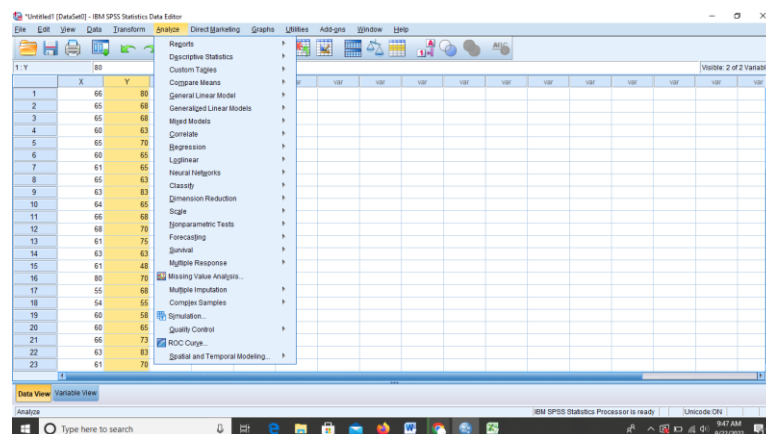
No.	The “r” Score	Interpretation
1.	0.80-1.00	Very high
2.	0.60-0.799	High
3.	0.40-0.599	Moderate
4.	0.20-0.399	Low
5.	0.00-0.199	Very low

This is the steps to calculate the Pearson Correlation using SPSS 23;

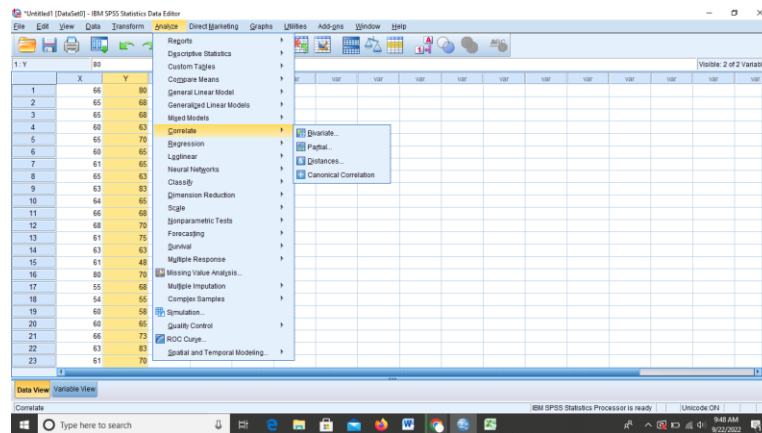
- a. Open the SPSS 23 and put in the data (customized each variable)



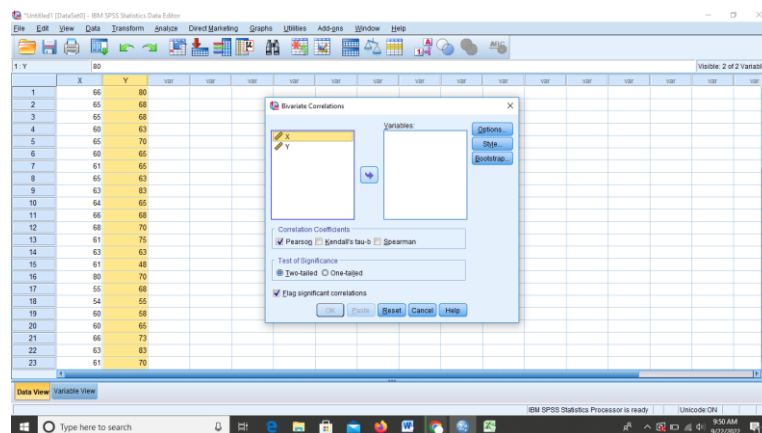
- b. Click Analyze



- c. Choose Correlate and then click Bivariate



- d. Move the variable from the left to the right (variable box)



- e. Click Pearson in the Correlation Coefficient, Two-tailed in the test of significance, and check the flag significant correlations below the box
- f. Click OK

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

This research is aimed to confirm whether there is any correlation between students' motivation and their ability in writing, students' reading habit and their ability in writing, and students' motivation, students' reading habit and their ability in writing of the second grades students of MTsN 2 Sukoharjo or not. In this study, students' motivation and students' reading habit are the independent variables while students' writing ability is the dependent variable. The researcher used questionnaires to collect the data of independent variables (motivation and reading habit) and test to collect the data of writing ability.

1. Students' Motivation Category

The result of students' motivation questionnaire can be seen in appendix. The next step, the researcher determined mean of the data (M) using the formula below:

$$\begin{aligned} \bullet \quad M &= \frac{\sum X}{N} \\ &= \frac{5082}{75} \\ &= 67.76 \\ &= 68 \text{ (rounded up)} \end{aligned}$$

From the data, there was found that the highest score of students' motivation was 86 and the lowest score was 45. Then to determine the interval

and category of the data, the researcher calculated standard deviation (SD) of the data using SPSS 23 and the result was 9.214 (rounded to 9.2). Then, the researcher determined the category of students' motivation using five scale standards:

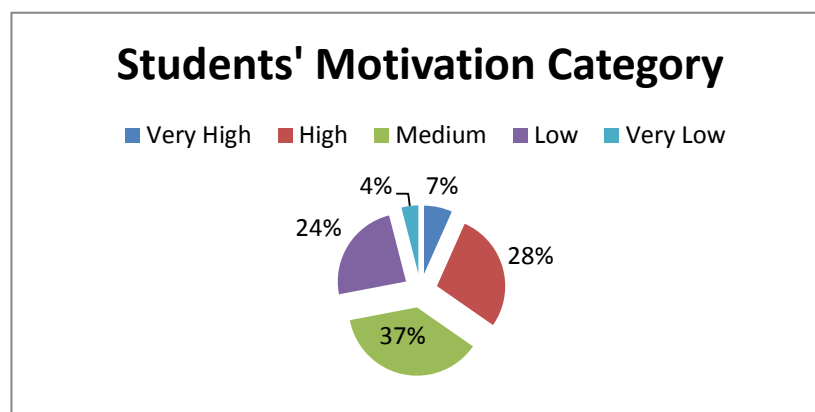
- $M + 1.5 (SD) = 68 + 1.5 (9.2) = 68 + 13.8 = 81.8 = \mathbf{82}$
- $M + 0.5 (SD) = 68 + 0.5 (9.2) = 68 + 4.6 = 72.6 = \mathbf{73}$
- $M - 0.5 (SD) = 68 - 0.5 (9.2) = 68 - 4.6 = 63.4 = \mathbf{63}$
- $M - 1.5 (SD) = 68 - 1.5 (9.2) = 68 - 13.8 = 54.2 = \mathbf{54}$

So, based on the scale above the category could be categorized below:

Table 4.1

Students' Motivation Category

Interval	Category	The number of Students	Percentage
82 - above	Very high	5	6.67%
73 - 81	High	21	28%
63 - 72	Medium	28	37.33%
54 - 62	Low	18	24%
54 - below	Very low	3	4%
TOTAL		75	100%



Based on the table 4.1 and pie chart above, it can be concluded that from 75 students, 5 students or 7% had very high motivation, 21 students or 28% had high motivation, 28 students or 37% had medium or moderate motivation, 18 students or 24% had low motivation, and 3 students or 4% had very low motivation.

2. Students' Reading Habit Category

The result of students' reading habit questionnaire can be seen in appendix. The next step, the researcher determined mean of the data (MX) using the formula below:

- $$MX = \frac{\sum X}{N}$$

$$= 5082 : 75$$

$$= 62.28$$

$$= 62 \text{ (rounded down)}$$

From the data, there was found that the highest score of students' motivation was 82 and the lowest score was 47. Then to determine the interval and category of the data, the researcher calculated standard deviation (SD) of the data using SPSS 23 and the result was 7.6892 (rounded to 7.7). Then, the researcher determined the category of students' motivation using five scale standards:

- $M + 1.5 (SD) = 62 + 1.5 (7.7) = 62 + 11.55 = 73.55 = \mathbf{74}$
- $M + 0.5 (SD) = 62 + 0.5 (7.7) = 62 + 3.85 = 65.85 = \mathbf{66}$
- $M - 0.5 (SD) = 62 - 0.5 (7.7) = 62 - 3.85 = 58.15 = \mathbf{58}$

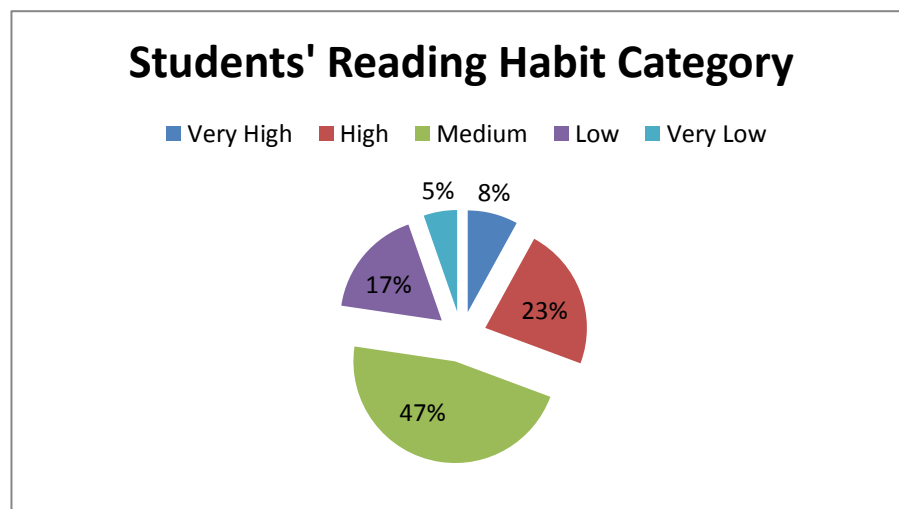
- $M - 1.5 (SD) = 62 - 1.5 (7.7) = 62 - 11.55 = 50.45 = 50$

So, based on the scale above the category could be categorized below:

Table 4.2

Students' Reading Habit Category

Interval	Category	The number of students	Percentage
74 – above	Very high	6	8%
66 – 73	High	17	22.67%
58 – 65	Medium	35	46.67%
51 – 57	Low	13	17.33%
50 – below	Very low	4	5.33%
TOTAL		75	100%



Based on the table 4.2 and pie chart above, it can be concluded that from 75 students, 6 students or 8% had very high reading habit, 17 students or 23% had high reading habit, 35 students or 47% had medium or moderate reading habit, 13 students or 17% had low reading habit, and 4 students or 5% had very low reading habit.

3. Writing Test Score

This writing test is used to measure the students' writing ability, especially in descriptive. The test was to write descriptive about daily life activities and it could be found in the students' module in second semester. To analyze students' writing ability, the researcher used Brown's (2007) scoring rubric and can be seen in the appendix. Then, the students' writing ability was categorized according to Hyland (2003) as follows:

Table 4.3

Criteria of Ability

Score	Criteria of Ability
91 – 100	Excellent
81 – 90	Very Good
71 – 80	Good
61 – 70	Average
51 – 60	Fair
41 – 50	Poor
Less than 40	Inadequate

Based on the criteria above, the writing score data can be categorized into the table below. From the data, there was found that the highest score of students' motivation was 88 and the lowest score was 48. And the mean of the data is 70.2.

Table 4.4

Students' Writing Score

Interval	Category	The number of students	Percentage
91 – 100	Excellent	-	0%
81 – 90	Very Good	7	9,33%
71 – 80	Good	29	38,67%
61 – 70	Average	26	34,67%
51 – 60	Fair	10	13,33%

41 – 50	Poor	3	4%
Less than 40	Inadequate	-	0%
TOTAL		75	100%

According to table 4.4, it can be concluded that from 75 students, 7 students or 9,33% can be categorized having very good score, 29 students or 38,67% can be categorized having good score, 26 students or 34,67% can be categorized having very good score, 10 students or 13,33% can be categorized having very good score, and 3 students or 4% can be categorized having very good score.

2. Data Analysis

Before calculated the correlation among the tree variables, firstly the researcher tested the normality and the linearity of the variables. The description as follows:

1. Data Normality Test

Data normality test was tested to determine whether the variables were distributed normal or not. So, to find out the normality of the data, the researcher used Kolmogorov Smirnov test by SPSS 23 to measure them. The data can be said distributed normally when the value of Exact Sig. (2-tailed) > 0.05.

Table 4.5

Data Normality Test

One-Sample Kolmogorov-Smirnov Test

		X1	X2	Y
N		75	75	75
Normal Parameters ^{a,b}	Mean	68.0133	62.2933	70.2000
	Std. Deviation	9.24515	7.68426	8.88515
Most Extreme Differences	Absolute	.098	.143	.104
	Positive	.098	.143	.055
	Negative	-.075	-.081	-.104
Test Statistic		.098	.143	.104
Exact Sig. (2-tailed)		.446	.083	.370
Point Probability		.000	.000	.000

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the table 4.5, each variable had the significant value > 0.05 . The students' motivation (X1) Kolmogorov-Smirnov exact value was 0.446 and it was bigger than 0.05. The students' reading habit (X2) Kolmogorov-Smirnov exact value was 0.083 and it was bigger than 0.05. Then, the students' writing score (Y) Kolmogorov-Smirnov exact value was 0.370 and it was bigger than 0.05. So, it can be concluded that the data was normally distributed and further statistical analysis can be continued.

b. Data Linearity Test

Data linearity test was tested to determine whether the independent variable and dependent variable were had linear relationship or not. So, to find out the normality of the data, the researcher used ANOVA test by SPSS 23 to measure them. The data can be said distributed

normally when the value of Sig. Deviation from Linearity > 0.05.

Table 4.6

Linearity Test between Students' Motivation and Their Writing Score

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Y * X1	Between Groups	(Combined)	3570.220	28	127.508	2.907	.001
		Linearity	1647.309	1	1647.309	37.556	.000
		Deviation from Linearity	1922.911	27	71.219	1.624	.073
Within Groups			2017.700	46	43.863		
Total			5587.920	74			

Table 4.7

Linearity Test between Students' Reading Habit and Their Writing Score

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Y * X2	Between Groups	(Combined)	2330.010	26	89.616	1.225	.266
		Linearity	1464.426	1	1464.426	20.015	.000
		Deviation from Linearity	865.584	25	34.623	.473	.977
Within Groups			3511.990	48	73.166		
Total			5842.000	74			

Based on the table 4.6 and 4.7 above, the deviation from linearity value among the variables were bigger than 0.05. The linearity value between students' motivation and their writing score was 0.73 and the

linearity value between students' reading habit was 0.977. Both were bigger than 0.05, so it can be concluded that each variables had the linear relationship.

c. Hypothetical Analysis

The next step was hypothetical analysis. This step provided the correlation between students' motivation and their writing ability, the correlation between students' reading habit and their writing ability, and the correlation among the students' motivation, reading habit, and writing ability. The researcher used SPSS 23 to help calculating the correlation result. The table below was the correlation coefficient guidelines.

Table 4.8

Correlation Coefficient

No.	The "r" Score	Interpretation
1.	0.80-1.00	Very high
2.	0.60-0.799	High
3.	0.40-0.599	Moderate
4.	0.20-0.399	Low
5.	0.00-0.199	Very low

1) The Correlation between Students' Motivation and Students' Writing Ability

The researcher used Pearson Product Moment helped by SPSS 23 to analyze the simple correlation between students' motivation and their writing ability. Below was the result:

Table 4.9
Correlation Test Result

Correlations

		MOTIVATION	WRITING
MOTIVATION	Pearson Correlation	1	.637**
	Sig. (2-tailed)		.000
	N	75	75
WRITING	Pearson Correlation	.637**	1
	Sig. (2-tailed)	.000	
	N	75	75

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

Based on the table 4.9, the significant (Sig. (2 tailed)) value was 0.000 and it was < 0.05 , so between students' motivation and writing ability had correlation. Also, the Pearson value was 0.637 and it was categorized having the strong correlation based on the correlation coefficient guidelines in table 4.8.

2) The Correlation between Students' Reading Habit and Students' Writing Ability

The researcher used Pearson Product Moment helped by SPSS 23 to analyze the simple correlation between students' reading habit and their writing ability. Below was the result:

Table 4.10
Correlation Test Result

		READING HABIT	WRITING
READING HABIT	Pearson		1.501**
	Correlation		
	Sig. (2-tailed)		.000
	N	75	75
WRITING	Pearson	.501**	1
	Correlation		
	Sig. (2-tailed)	.000	
	N	75	75

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

Based on the table 4.10, the significant (Sig. (2 tailed)) value was 0.000 and it was < 0.05 , so students' reading habit and writing ability had correlation. Also, the Pearson value was 0.501 and it was categorized having the strong enough/moderate correlation based on the correlation coefficient guidelines in table 4.8.

3) The Correlation among Students' Motivation, Students' Reading Habit and Students' Writing Ability

The researcher used multiple correlation helped by SPSS 23 to analyze the simple correlation between students' motivation and their writing ability. Below was the result:

Table 4.11
Correlation Test Result
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df 2	Sig. F Change
1	.653 ^a	.426	.410	6.826	.426	26.695	2	72	.000

a. Predictors: (Constant), READING HABIT, MOTIVATION

Based on the table 4.11, the significant (Sig. F Change) value was 0.000 and it was < 0.05 , so students' motivation, students' reading habit and writing ability had correlation. Also, the R (regression) value was 0.653 and it was categorized having the strong correlation based on the correlation coefficient guidelines in table 4.8. Based on the table 4.11, the R Square value was 0.426 and it meant that students' motivation and reading habit had contributed 42,6% in writing ability and the rest can be affected by other factors.

B. Research Discussions

According to the data above, the researcher could draw conclusion. From the data the researcher could answered the hypothesis, that all of the *Hos* were rejected and the *Has* were accepted, it meant that all of them had correlations. The data said that all of the results were positive, it meant if the value of independent variable (X) went up, the value of dependent variable (Y) went up too, and vice versa.

Based on the data, the correlation results of the hypotheses were medium or strong enough in testing students' reading habit and writing ability (0.501). From that, reading habits is one of several aspects that can be contributed in ability of writing. If the students have good habits in reading, they have more knowledge and ideas to be poured in writing, in specific terms they are able to write than students who have poor habits in reading. According to Chettri (2013), reading habits leads students improving their learning because they will get new information, knowledge, idea, and experience from what they read.

Based on the data, the correlation between students' motivation and students' writing ability is 0.637 and it has strong correlation. From that, motivation is one of aspects encouraging students to do something, especially achieving goals in learning. Without motivation, they may do not have any goals they want to achieve and only do whatever float their boat. Based on Paris & Turner (1994), motivation is a "learning machine" that (Schunk & Usher, 2012) affects what, when, and how students learn. In this research, it showed that students with high motivation are able to write than students who have low motivation whatever types of motivation they carried.

Both intrinsic and extrinsic motivation can be contributed they goals in writing. For students who intrinsically motivated, they do writing because the urge from themselves. They do not expect something when they learn or write. They do it because they purely want to learn and value the process. Based on Maslow (1970) as quoted in Brown (2000:76), once students are motivated internally (intrinsically), no matter what reward they will get, they will continue to strive for

self-esteem and fulfillment. For students who extrinsically motivated, they do writing because the external gift or something they get after and it is the opposite from intrinsic motivation. They may do the questionnaire and the test because the teacher said so or it does not affect their score, or they have the simple activities than learning.

Based on the data, the correlation between students' motivation, students' reading habit, and students' writing ability is 0.653 and it has strong correlation. From the result the researcher could conclude that both motivation (including internal or external motivation) and reading habit were one of several factors influenced the ability of writing. According to Bruning and Horn (2000), motivation has critical importance to write and it is difficult to develop and keep the motivation up. Harl (2013) states that reading influence writing skill, because reading determines the writing quality.

In fact from the data above, the mean of writing score is only 70.2 from 100. Based on the writing category above, their writing score is in good category. But, it is still low than the standard score from the school which is 83. Also their motivation and reading habits scores are in medium category.

Several relevant studies also showed positive relationship between motivation and writing ability or reading habits and writing ability. First, the thesis research by Meili Suriansih (2020) entitled "*The Correlation Among The Students' Writing Motivation, Writing Anxiety, and Writing Ability at SMP Ahmad Dahlan Kota Jambi*" have the positive correlation in testing writing motivation and writing ability. The correlation value is 0.459 and it has medium or strong

enough correlation between motivation and writing ability. Second, the article journal by Riska Yohana, Dewi Sartika, and Rekha Asmara (2021) entitled “*Correlation between Reading Habit and Writing Skill of the Eighth Graders at SMP Negeri 6 Kayugung*” have positive correlation. The correlation value is 0.685 and it categorized as high correlation between reading habit and writing skill.

In conclusion, the significance correlation among motivation, reading habit, and writing ability is strong. So, motivation and reading habit one of several aspects that can contribute in the ability of writing. The students who have high motivation are able to write, elaborating their ideas, insight, and point of view than students who have low motivation. They have urge to learn and to write, whether they have motivated intrinsically and extrinsically. The students who have good habit in reading are more able to write because reading adds lot of information and new vocabulary.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

1. Based on the questionnaire result, the significant value of students' motivation and writing ability is $0.000 < 0.05$ and the Pearson value is 0.637. It means that it has correlation, so H_0 is rejected and H_a is accepted. The result also shows positive correlation between students' motivation and writing ability and it can be interpreted that if students' motivation score goes up, their writing score also goes up, and vice versa.
2. Based on the questionnaire result, the significant value of students' reading habit and writing ability is $0.000 < 0.05$ and the Pearson value is 0.501. It means that it has correlation, so H_0 is rejected and H_a is accepted. The result also shows positive correlation between students' reading habit and writing ability and it can be interpreted that if students' motivation score goes up, their writing score also goes up, and vice versa.
3. Based on the questionnaire result, the significant value of students' motivation, reading habit, and writing ability is $0.000 < 0.05$ and the regression value is 0.653. It means that it has correlation, so H_0 is rejected and H_a is accepted. So, it can be conclude that motivation and reading habit have correlation to writing ability.

B. Suggestion

Based on the conclusion and the study that had been done, the researcher would like to offer some suggestions. The suggestions as follow;

1. For students

This research can be one of inspiration to students in understanding how important motivation and reading habit are. Not only applies in English, but in every subject. Students who have high motivation and take reading as a habit, they can be more able to achieve their learning goals, especially in writing descriptive.

2. For teachers

This research can be one reference in increasing the method they used especially in writing. They may consider the motivation and reading habits as the several aspects that contributed in writing. They could use interesting method both in online and offline learning to increase students' interest in learning, especially in English.

3. For other researchers,

May this research can help other researchers that want to investigate about students' motivation, reading habit, and writing ability. They may be learned and gained motivation to do their study from this research, hopefully.

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APPENDICES

Appendix 1
RPP**RENCANA PELAKSANAAN PEMBELAJARAN**
(RPP)

Sekolah : MTsN 2 Sukoharjo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/Genap
Judul Bab : My Uncle is A Zookeeper
Alokasi Waktu : 8JP (4 Pertemuan)

A. Tujuan Pembelajaran

- Mengidentifikasi fungsi sosial dan struktur teks menjelaskan dan mendeskripsikan teks interaksi transaksional memberi dan meminta informasi terkait keadaan yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum
- Mengidentifikasi unsur kebahasaan dan ketepatan menggunakan Kalimat deklaratif dan interogatif dalam Simple Present Tense
- Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait tindakan yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum
- Menulis teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ ndakan/ kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

B. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran (**PPK: Religius**)
- Memeriksa kehadiran peserta didik sebagai sikap disiplin
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.
- Mengaitkan materi/*tema/kegiatan* pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/*tema/kegiatan* sebelumnya
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.
- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Mengajukan pertanyaan.

Kegiatan Inti

- Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian (*Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)*) pada topik
- Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar,
- Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan
- Peserta didik berdiskusi untuk menyimpulkan hasil diskusi berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau

media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan

- Peserta didik berdiskusi untuk mempresentasikan hasil diskusi kelompok secara klasikal tentang :
 - *Fungsi sosial Struktur teks Unsur kebahasaan*
- Mengemukakan pendapat atas presentasi yang dilakukan dan ditanggapi oleh kelompok yang mempresentasikan
- Peserta didik menganalisa masukan, tanggapan dan koreksi dari guru terkait pembelajaran tentang **informasi** yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya maupun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.
- Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan

Kegiatan Penutup

- Membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. *Membiasakan sikap bertanggung jawab dan peduli dengan tugas yang diberikan (Karakter)*
- Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Mengagendakan pekerjaan rumah. *Membiasakan sikap bertanggung jawab dan peduli dengan tugas yang diberikan (Karakter)*
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya

- Memberi salam. *Sikap disiplin dan mengamalkan ajaran agama yang dibuat (Karakter)*

C. Penilaian

1. Sikap

- Observasi (Jurnal)
- Penilaian Diri
- Penilaian Antar Teman

2. Pengetahuan

- Tes Tertulis
 - Pilihan ganda
 - Uraian/esai

- Tes Lisan

3. Keterampilan

- Proyek, pengamatan, wawancara
 - Mempelajari buku teks dan sumber lain tentang materi pokok
 - Menyimak tayangan/demo tentang materi pokok
 - Menyelesaikan tugas yang berkaitan dengan pengamatan dan eksplorasi
- Portofolio / unjuk kerja
 - Laporan tertulis individu/ kelompok

....., 17 Juli 20...

Mengetahui
Kepala SMP

Guru Mata Pelajaran

.....
NIP/NRK.

.....
NIP/NRK.

Appendix II
Motivation Questionnaire

QUESTIONNAIRE
(ANGKET)

Name :

Class :

Number :

Instruction:

(Petunjuk)

1. This questionnaire is written only for research purpose and collecting the data

(Angket ini hanya bertujuan untuk kepentingan penelitian dan mengumpulkan data penelitian)

2. This questionnaire **does not** influence your score

*(Angket ini **tidak** mempengaruhi nilai Anda)*

3. You are required to give a check mark () for the answer which represent yourself about **learning motivation**

*(Berikan tanda () untuk jawaban yang mewakili diri Anda tentang **motivasi belajar**)*

STS (*Strongly Disagree*) = **Sangat Tidak Setuju**

TS (*Disagree*) = **Tidak Setuju**

S (*Agree*) = **Setuju**

SS (*Strongly Agree*) = **Sangat Setuju**

NO.	Statements	Description			
		SS	S	TS	STS
1.	I feel satisfy because I can write in English (Saya merasa puas karena saya bisa menulis dalam bahasa Inggris)				
2.	I want to improve my writing to get better score in learning online (Saya ingin memperbaiki tulisan saya untuk mendapatkan nilai yang lebih baik dalam pembelajaran online)				
3.	I write because I would feel bad if I didn't (Saya menulis karena saya akan merasa tidak enak jika tidak melakukannya)				
4.	English is a fun subject to study (Bahasa Inggris adalah pelajaran yang menyenangkan)				
5.	I write in English because it's important for me to do well in it (Saya menulis dalam bahasa Inggris karena penting bagi saya untuk melakukannya dengan baik)				
6.	I attend English class so the teacher won't be mad at me (Saya menghadiri kelas bahasa Inggris agar guru tidak marah kepada saya)				
7.	I study English so I can pass the writing exam (Saya belajar bahasa Inggris agar dapat lulus ujian)				
8.	I write in English because I feel enjoy to explain my ideas				

	(Saya menulis dalam bahasa Inggris karena saya merasa senang untuk menjelaskan ide-ide saya)				
9.	I feel proud when I can write in English (Saya merasa bangga ketika saya dapat menulis dalam bahasa Inggris)				
10.	If I not join English class, I feel worry (Jika saya tidak ikut kelas bahasa Inggris, saya merasa khawatir)				
11.	I write in English because my teacher told me to (Saya menulis dalam bahasa Inggris karena guru saya menyuruh saya)				
12.	I feel guilty when I can't follow English well (Saya merasa bersalah ketika saya tidak bisa mengikuti bahasa Inggris dengan baik)				
13.	Learning English is my duty as a student (Belajar bahasa Inggris adalah tugas saya sebagai seorang siswa)				
14.	I read the material before the material is delivered tomorrow (Saya membaca materi sebelum materi disampaikan besok)				
15.	I try to write in English because it can be useful for the future (Saya mencoba menulis dalam bahasa Inggris karena dapat berguna untuk masa depan)				
16.	I am curious about new material so I really enjoy to be in English subject (Saya penasaran dengan materi baru jadi saya sangat menikmati mata pelajaran Bahasa				

	Inggris)				
17.	I read many books to improve my writing skill in English (Saya membaca banyak buku untuk meningkatkan keterampilan menulis saya dalam bahasa Inggris)				
18.	I study hard for English to keep my score from going down (Saya belajar bahasa Inggris dengan giat agar nilai saya tidak turun)				
19.	I always practice to master my English skills (Saya selalu berlatih untuk menguasai keterampilan Bahasa Inggris saya)				
20.	I try to finish all of English assignments (Saya berusaha menyelesaikan semua tugas bahasa Inggris)				

Appendix III
Reading Habits Questionnaire

QUESTIONNAIRE
(ANGKET)

Name :

Class :

Number :

Instruction:

(Petunjuk)

1. This questionnaire is written only for research purpose and collecting the data

(Angket ini hanya bertujuan untuk kepentingan penelitian dan mengumpulkan data penelitian)

2. This questionnaire **does not** influence your score

*(Angket ini **tidak** mempengaruhi nilai Anda)*

3. You are required to give a check mark () for the answer which represent yourself about **reading habit**

(Berikan tanda () untuk jawaban yang mewakili diri Anda tentang kebiasaan membaca)

STS (*Strongly Disagree*) = **Sangat Tidak Setuju**

TS (*Disagree*) = **Tidak Setuju**

S (*Agree*) = **Setuju**

SS (*Strongly Agree*) = **Sangat Setuju**

NO.	Statements	Description			
		SS	S	TS	STS
1.	I spend my spare time to read				
2.	I like to read novels (Saya suka membaca novel)				
3.	I like to go school library and read a lot of books there (Saya suka pergi ke perpustakaan sekolah dan membaca banyak buku di sana)				
4.	My parents allow me to buy any book I liked (Orang tua saya mengizinkan saya untuk membeli buku apa saja saya suka)				
5.	I always read the next material for tomorrow the night before (Saya selalu membaca materi untuk besok pada malam sebelumnya)				
6.	I prefer reading school material to enlarge my knowledge (Saya lebih suka membaca materi sekolah untuk menambah pengetahuan saya)				
7.	I read various genres of books at least 15-30 a day to exploring ideas (Saya membaca berbagai genre buku setidaknya 15-30 sehari untuk menggali ide)				
8.	I read two until three fiction books in a week (Saya membaca dua sampai tiga buku fiksi dalam seminggu)				
9.	I rarely read school books although there is a test tomorrow				

	(Saya jarang membaca buku sekolah meskipun ada ujian besok)				
10.	I like to read and enlarge my knowledge about something (Saya suka membaca dan memperluas pengetahuan saya tentang sesuatu)				
11.	My family often take me to the bookstore (Keluarga saya sering mengajak saya ke toko buku)				
12.	I read school books for my academic success (Saya membaca buku sekolah untuk keberhasilan akademik saya)				
13.	The teacher pushes us to read the material in classroom consecutively (Guru mendorong kami untuk membaca materi di kelas secara berurutan)				
14.	I often read a non-fiction book a week to reinforce my writing (Saya sering membaca buku buku non-fiksi seminggu untuk memperkuat tulisan saya)				
15.	I am enjoy to read school books every day (Saya senang membaca buku sekolah setiap hari)				
16.	I would rather pick books I want to read (Saya lebih suka memilih buku yang ingin saya baca)				
17.	I read at least a text and try to rewrite it every day (Saya membaca setidaknya teks dan mencoba untuk menulis ulang setiap hari)				

18.	My family recommend many good books to read (Keluarga saya merekomendasikan banyak buku bagus untuk dibaca)				
19.	I like to read by myself (Saya suka membaca sendiri)				
20.	I rarely read when its day off (Saya jarang membaca ketika hari libur)				
21.	I rewrite what I have read in the same time (Saya menulis ulang apa yang telah saya baca di waktu yang sama)				
22.	My family encourage me to read minimum ten minutes in a day (Keluarga saya mendorong saya untuk membaca minimal sepuluh menit dalam sehari)				
23.	I can read various books in a month (Saya dapat membaca berbagai buku dalam sebulan)				
24.	I used to reading so I feel confident in writing (Saya terbiasa membaca sehingga saya merasa percaya diri dalam menulis)				
25.	I barely read books in this three months (Saya hampir tidak membaca buku dalam tiga bulan ini)				

Appendix IV

WRITING TEST (TES MENULIS)

Name :

Class :

Number :

Instruction:

(Petunjuk)

1. This writing test is only for research purpose and collecting the data
(*Tes menulis ini hanya bertujuan untuk kepentingan penelitian dan mengumpulkan data penelitian*)
2. This writing test does not influence your score
(*Tes menulis ini tidak mempengaruhi nilai Anda*)
3. Please describe about your daily activity in descriptive text form in one paragraph. The paragraph consists of five until six sentences.
(*Buatlah deskripsi atau gambaran tentang kegiatan sehari-hari Anda dalam bentuk teks deskriptif dalam satu paragraph. Paragraf berisi lima sampai enam kalimat.*)

Alternative Vocabulary

English	Indonesian	English	Indonesian
Wake up	Bangun	Pray	Ibadah
Go	Pergi	Take a bath	Mandi
Morning	Pagi	Breakfast	Sarapan
Bicycle	Sepeda	Play	Bermain
After	Setelah	Study	Belajar

Appendix V

Motivation Questionnaire Result

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	TOTAL	PER 100
1	3	3	3	2	3	2	3	2	4	3	2	4	3	2	3	2	2	3	2	2	53	66
2	3	3	2	2	3	3	3	2	3	3	1	3	3	2	2	3	2	3	3	3	52	65
3	3	3	2	2	3	3	3	2	3	3	1	3	3	2	2	3	2	3	3	3	52	65
4	3	1	2	2	3	3	2	2	3	3	2	3	2	2	2	3	2	3	3	2	48	60
5	3	3	1	2	3	3	3	2	3	3	2	2	3	3	2	3	2	3	3	3	52	65
6	3	2	1	2	1	2	4	2	3	3	1	3	3	2	3	2	2	3	3	3	48	60
7	3	2	2	2	1	2	4	2	3	3	1	3	3	2	3	2	2	3	3	3	49	61
8	2	2	2	2	2	4	4	2	3	3	2	3	4	2	2	2	2	4	3	2	52	65
9	3	3	2	2	2	2	3	2	4	3	1	3	3	2	3	2	2	3	2	3	50	63
10	3	3	2	2	3	3	3	2	3	3	1	3	3	2	3	2	2	2	3	3	51	64
11	3	3	2	2	3	3	3	2	3	3	3	3	3	2	3	2	2	2	3	3	53	66
12	2	4	2	2	3	2	3	2	3	3	3	3	3	2	3	2	3	3	3	3	54	68
13	3	2	3	2	3	1	3	2	3	3	3	3	3	2	3	2	2	2	2	2	49	61
14	3	3	2	3	3	1	2	3	3	3	1	2	3	2	3	3	2	3	3	2	50	63
15	4	4	2	1	2	2	4	2	3	1	3	3	3	1	3	2	1	3	3	2	49	61
16	4	3	3	4	4	3	3	3	4	2	3	3	3	2	4	3	3	3	4	3	64	80
17	2	2	2	2	2	1	3	2	4	3	1	4	2	2	2	2	2	3	2	1	44	55
18	2	2	1	2	2	2	3	2	4	3	1	4	3	2	2	1	2	2	2	1	43	54
19	3	3	1	2	3	1	3	2	3	3	1	3	3	2	3	2	2	2	3	3	48	60
20	3	3	2	2	2	3	3	1	3	2	2	2	3	2	2	2	3	3	3	2	48	60
21	3	3	2	3	3	1	3	2	3	4	2	3	3	2	3	3	3	2	2	3	53	66
22	3	3	2	2	3	2	3	3	3	2	1	3	3	2	3	3	2	2	3	2	50	63
23	3	2	2	2	3	2	3	2	3	3	2	3	3	2	3	2	2	2	2	3	49	61
24	3	4	3	3	3	3	4	3	4	3	4	3	4	3	3	3	3	4	3	3	66	83
25	2	3	2	2	3	3	4	2	4	3	4	3	3	3	4	3	3	4	3	3	61	76
26	2	3	2	2	3	2	3	3	3	3	3	3	3	3	2	3	3	3	3	3	55	69
27	4	4	3	4	3	2	3	4	4	3	3	3	4	2	4	3	4	4	4	4	69	86
28	3	2	3	3	3	1	3	2	4	2	2	3	3	2	4	3	2	4	3	2	54	68
29	3	4	3	4	3	1	3	3	4	3	3	3	3	4	4	3	3	3	3	3	63	79
30	3	3	1	2	3	1	3	2	3	2	2	3	3	2	3	2	2	2	3	1	46	58
31	3	4	2	3	2	4	3	4	3	2	2	3	3	3	4	2	4	4	4	3	62	78
32	3	3	1	2	2	2	3	1	3	1	2	1	2	1	2	1	1	2	2	3	38	48
33	3	3	2	4	4	1	3	2	3	3	2	4	3	2	4	4	3	2	4	3	59	74
34	3	4	2	3	3	3	4	2	4	3	3	3	4	2	3	2	2	2	3	3	58	73

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	TOTAL	PER 100
35	4	4	3	2	3	2	3	3	4	4	3	4	3	3	4	2	4	4	3	2	64	80
36	3	3	3	2	3	4	4	3	4	3	4	3	4	3	4	3	2	4	3	4	66	83
37	4	3	2	3	3	4	3	2	2	1	2	3	4	2	3	3	2	3	3	3	55	69
38	4	4	2	4	3	2	4	3	4	3	3	4	3	3	4	3	4	3	4	4	68	85
39	3	3	3	2	3	1	3	3	3	3	2	3	3	2	3	2	2	3	3	3	53	66
40	3	3	3	2	3	1	3	2	3	3	3	3	3	3	3	2	3	3	3	2	54	68
41	3	4	2	3	2	2	4	2	3	2	3	3	4	2	3	2	2	3	4	2	55	69
42	3	3	2	2	3	1	2	2	3	1	1	2	3	2	3	3	2	3	3	3	47	59
43	3	3	2	3	3	4	3	2	4	3	2	4	3	2	2	3	3	3	3	4	59	74
44	2	3	3	3	4	2	3	3	2	4	3	4	3	2	3	4	3	4	3	2	60	75
45	4	3	4	2	3	1	1	1	3	4	2	2	3	1	3	1	1	3	1	2	45	56
46	3	4	2	3	3	1	2	3	3	2	3	3	3	2	3	3	2	3	2	3	53	66
47	3	3	2	3	3	3	4	2	3	2	3	3	3	2	4	3	3	4	3	3	59	74
48	3	3	2	1	4	4	3	4	4	3	4	4	4	4	4	4	3	1	3	2	64	80
49	2	4	2	3	3	1	2	1	4	2	3	2	4	2	3	2	2	2	2	3	49	61
50	4	4	3	3	4	2	2	3	4	4	4	4	3	2	3	4	2	3	3	3	64	80
51	3	3	1	2	3	1	1	4	3	3	3	2	1	2	3	2	2	3	2	3	47	59
52	4	4	3	3	4	2	3	3	4	4	3	4	3	4	3	4	4	4	3	3	69	86
53	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	59	74
54	3	4	2	2	3	1	1	2	4	3	2	3	2	2	3	2	2	3	3	3	50	63
55	2	4	2	1	2	1	1	2	3	2	2	2	2	3	2	1	2	3	2	3	42	53
56	4	4	3	3	3	2	3	3	4	3	3	4	3	3	4	3	3	3	3	3	64	80
57	3	4	3	3	3	2	3	4	4	2	2	3	3	3	3	4	2	3	2	3	59	74
58	3	3	3	3	3	2	1	2	3	3	1	3	3	3	3	2	2	3	3	3	52	65
59	3	4	2	3	2	2	3	4	3	2	1	3	2	2	3	2	3	3	3	3	53	66
60	3	2	3	2	4	2	3	2	3	2	2	3	2	2	3	2	2	2	3	3	50	63
61	3	3	3	2	3	1	3	3	4	3	2	3	3	3	4	3	3	3	1	2	55	69
62	3	3	3	1	4	4	3	4	4	2	2	4	3	4	3	4	3	1	3	2	60	75
63	2	4	1	3	3	1	1	1	4	2	3	2	3	2	3	2	2	2	2	3	46	58
64	4	4	3	3	4	3	3	3	4	4	2	4	3	2	3	4	2	3	3	3	64	80
65	3	3	1	2	3	1	1	4	3	3	3	2	2	2	3	2	2	3	2	2	47	59
66	2	4	3	2	4	3	3	2	3	4	2	4	3	4	3	3	4	2	2	3	60	75
67	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	59	74
68	3	4	3	2	3	2	2	2	4	3	2	3	3	2	3	2	2	3	3	3	54	68
69	2	3	1	1	2	1	1	2	3	2	3	2	2	3	2	1	2	3	2	2	40	50
70	4	4	3	3	3	3	3	3	4	3	3	4	3	3	4	3	3	3	3	3	65	81
71	3	4	3	3	3	4	3	4	4	2	2	3	3	3	3	4	2	3	2	3	61	76
72	3	3	2	3	3	2	2	2	3	3	2	3	3	3	3	2	2	3	3	2	52	65
73	3	4	3	3	2	2	3	4	3	2	1	3	3	2	3	2	3	3	4	3	56	70

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	TOTAL	PER 100
74	3	2	2	1	2	2	1	1	3	2	1	2	1	1	3	2	2	1	2	2	36	45
75	3	3	2	2	3	2	1	3	4	3	2	3	2	3	4	3	3	3	1	2	52	65

Appendix VI

Reading Habits Questionnaire Result

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	TOTAL
1	3	4	2	3	2	2	2	2	3	4	2	3	1	2	2	4	2	2	4	2	2	2	2	2	3	62
2	2	3	2	3	2	3	2	2	3	3	2	2	3	2	2	4	2	2	2	3	2	3	2	2	1	59
3	2	2	2	2	2	2	2	2	2	2	2	2	3	2	2	3	2	2	3	2	2	2	2	2	2	53
4	2	4	2	3	2	2	2	4	3	2	2	2	3	3	2	3	2	2	3	4	2	3	2	2	2	63
5	3	2	3	3	2	3	3	2	2	3	3	3	3	3	2	3	3	3	3	3	2	2	3	3	3	67
6	2	3	2	3	2	2	2	3	2	2	2	3	3	3	2	3	2	2	3	2	2	3	3	2	3	61
7	3	2	3	3	2	3	3	3	2	3	3	3	3	3	2	3	3	3	3	2	2	3	3	3	2	68
8	2	2	2	3	2	2	2	2	3	2	2	4	3	3	2	3	2	2	3	3	2	3	2	2	2	60
9	3	2	2	4	2	3	2	1	3	4	2	3	3	2	3	3	2	2	2	3	3	2	2	3	2	63
10	2	2	2	3	2	3	2	2	4	3	2	2	3	2	2	3	2	2	3	1	2	2	2	3	4	60
11	2	2	2	3	2	3	2	1	3	3	2	3	4	2	2	3	2	2	3	1	2	2	2	2	2	57
12	3	2	3	3	2	3	3	2	2	3	3	3	3	3	2	3	3	3	3	2	2	3	3	3	3	68
13	2	2	2	2	2	2	2	2	2	2	2	2	3	2	2	3	2	2	3	2	2	2	2	2	2	53
14	1	4	2	3	2	2	2	2	3	2	2	2	3	3	2	3	2	2	3	4	2	3	2	2	2	60
15	1	1	1	3	1	1	1	1	1	1	3	3	3	1	1	3	3	1	3	2	1	3	1	3	4	47
16	3	4	2	3	3	2	2	4	4	3	2	3	3	3	2	4	2	2	4	3	2	2	3	3	3	71
17	2	2	2	3	2	2	2	2	2	2	2	2	3	2	2	3	2	2	4	2	2	2	2	2	3	56
18	2	2	3	4	2	4	2	2	2	4	2	3	3	2	2	4	2	3	3	2	2	4	3	2	2	66
19	2	2	2	3	2	3	2	2	4	3	2	2	3	2	2	3	2	2	4	1	2	2	2	3	1	58
20	2	3	2	2	2	3	2	2	3	3	2	3	3	2	3	3	2	2	3	3	2	2	3	2	2	61
21	2	3	2	3	2	3	3	3	2	2	2	3	3	2	2	3	2	2	3	3	2	3	3	3	2	63
22	2	3	3	3	2	2	2	1	3	3	1	3	3	4	2	3	2	2	2	2	2	2	3	2	2	59
23	2	3	2	2	2	3	2	1	3	2	2	2	3	2	2	4	2	2	3	3	2	2	2	2	2	57
24	2	3	2	3	2	2	2	2	2	2	3	3	3	3	2	3	2	2	2	2	2	4	3	2	3	61
25	3	2	2	3	3	3	3	3	3	4	2	4	3	3	3	3	2	2	3	3	2	3	2	3	1	68
26	3	4	3	2	4	3	2	3	2	3	2	4	3	2	2	4	2	3	4	2	2	3	3	3	3	71
27	3	4	2	4	3	3	3	3	3	3	1	4	3	3	3	4	3	4	4	4	2	3	2	4	4	78
28	2	2	2	3	2	3	2	1	3	3	2	3	4	2	2	3	2	2	3	1	2	2	2	3	2	58
29	3	2	2	3	4	3	2	2	4	3	3	4	3	2	3	4	3	3	4	3	3	3	3	3	3	75
30	2	1	2	3	2	3	2	1	4	3	1	2	3	2	2	1	2	2	2	3	2	2	3	3	2	55
31	2	3	3	4	4	4	3	2	4	4	2	4	4	2	4	4	3	3	4	1	3	4	3	4	4	82
32	1	2	1	4	1	1	1	2	4	2	1	3	3	1	2	4	1	2	1	1	1	2	1	4	1	47
33	2	3	2	3	2	3	2	2	1	4	2	3	3	2	2	3	2	2	3	2	2	2	2	3	2	59
34	4	4	1	3	2	2	3	3	2	4	1	3	2	2	2	4	2	2	3	4	2	1	4	2	4	66
35	2	4	3	4	1	2	2	2	3	1	2	4	4	2	3	4	3	3	4	4	3	2	2	2	4	70

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	TOTAL
36	3	3	2	4	4	3	2	1	1	3	4	3	3	3	2	3	1	1	4	1	1	3	3	2	2	62
37	2	3	2	3	3	3	2	2	3	3	2	3	3	2	2	3	2	2	3	2	2	3	2	2	2	61
38	1	3	1	2	4	2	3	3	4	4	3	4	3	3	2	3	3	2	3	3	2	4	3	2	3	70
39	2	2	2	3	3	3	2	2	2	3	2	3	3	2	2	3	2	3	3	3	2	3	2	2	1	60
40	3	1	2	3	3	2	3	2	3	3	2	3	2	3	2	3	3	2	3	2	3	3	3	3	3	65
41	2	2	2	2	2	4	2	2	4	4	2	3	3	2	2	4	1	2	4	2	2	4	2	2	2	63
42	2	2	2	3	2	3	1	3	3	3	2	3	3	2	3	3	2	2	3	3	3	3	3	1	2	62
43	2	2	1	3	2	2	4	4	3	4	1	3	2	2	2	4	3	3	1	1	3	2	1	3	1	59
44	3	4	3	2	1	3	3	2	4	3	3	3	3	4	2	3	3	3	4	3	1	3	1	4	2	70
45	2	3	2	1	2	2	1	1	4	4	2	3	2	2	1	2	1	1	4	1	2	1	1	2	1	48
46	2	2	2	2	2	2	3	3	3	3	2	3	2	3	2	3	2	2	3	3	2	2	2	2	2	59
47	2	2	2	3	2	2	2	1	3	3	2	2	3	3	2	3	3	3	3	3	2	3	2	2	2	60
48	2	3	2	3	3	3	3	3	3	3	2	4	2	4	4	4	2	2	1	4	2	4	1	2	1	67
49	2	2	1	2	2	2	1	2	3	2	2	2	1	1	2	3	2	2	3	1	1	2	3	2	4	50
50	3	4	3	2	3	4	4	3	4	4	2	4	3	3	3	4	3	3	4	2	3	4	3	3	2	80
51	2	4	2	2	2	3	2	2	3	3	2	3	2	3	2	3	2	2	3	2	3	2	2	2	1	59
52	3	3	2	4	2	2	1	3	4	3	3	3	3	4	3	3	2	4	3	4	1	3	3	2	2	70
53	3	3	2	2	3	3	2	3	4	4	2	3	4	2	3	3	2	2	3	3	2	2	3	3	4	70
54	2	3	2	1	3	3	2	1	3	2	1	3	3	2	2	3	2	2	3	1	2	4	2	2	2	56
55	3	2	2	2	3	2	3	2	2	2	2	3	2	2	2	3	2	4	2	3	3	3	3	2	2	61
56	2	1	2	2	2	3	2	3	3	3	1	3	2	2	2	4	2	1	3	3	2	1	2	2	1	54
57	2	3	2	3	3	3	1	2	3	4	1	4	2	3	2	4	2	2	2	2	2	1	2	2	3	60
58	3	4	2	3	3	3	2	4	3	3	2	3	3	3	2	4	3	2	4	3	2	2	3	3	2	71
59	2	2	2	1	2	3	2	1	3	4	1	3	2	2	2	3	2	1	2	3	2	3	2	2	2	54
60	2	4	2	3	1	2	1	4	1	4	2	2	1	2	3	4	1	3	4	2	2	3	2	3	2	60
61	2	2	2	2	3	3	2	2	2	2	2	3	2	2	3	3	2	3	3	2	2	3	2	3	2	59
62	3	3	2	4	4	3	2	1	1	3	4	3	3	3	2	3	1	1	2	1	1	3	3	2	2	60
63	2	2	2	3	2	3	2	2	3	2	2	3	2	2	2	3	2	2	2	2	2	3	2	3	2	57
64	2	3	2	4	3	3	4	3	4	4	3	4	3	3	2	3	3	4	3	3	3	4	3	3	3	79
65	2	2	2	1	3	3	2	1	2	3	2	3	2	3	2	3	2	3	4	3	2	3	2	2	2	59
66	3	3	2	3	3	3	3	3	3	3	2	3	3	3	2	3	3	3	3	2	3	3	3	3	2	70
67	2	2	2	2	2	4	2	2	4	4	2	3	2	2	2	4	2	2	3	2	2	4	2	3	2	63
68	2	2	2	2	2	3	2	2	3	3	2	3	2	2	3	3	2	2	1	3	3	3	3	2	3	60
69	2	2	1	3	2	2	4	4	3	3	1	3	2	2	2	4	3	3	2	2	3	2	1	3	1	60
70	3	3	2	2	3	3	3	2	4	4	3	4	3	4	4	4	3	3	4	3	4	4	4	4	2	82
71	2	3	2	2	2	2	1	2	4	4	2	4	2	2	2	2	3	2	3	2	2	2	4	2	2	60
72	2	2	2	2	2	2	3	3	3	3	1	3	1	3	2	3	2	2	2	2	2	2	2	2	2	55
73	2	2	2	3	3	3	2	3	3	4	2	2	3	3	2	4	3	3	3	3	2	3	3	3	3	69
74	1	3	2	2	1	3	2	2	3	2	2	4	2	4	4	2	2	1	2	2	1	2	1	2	2	54

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	TOTAL
75	2	2	1	1	2	2	1	2	3	3	2	3	2	2	2	3	2	2	2	1	2	2	3	3	1	51

Appendix VII
Writing Test Result

No.	Students	Writing Score
1.	R1	80
2.	R2	68
3.	R3	68
4.	R4	63
5.	R5	70
6.	R6	65
7.	R7	65
8.	R8	63
9.	R9	83
10.	R10	65
11.	R11	68
12.	R12	70
13.	R13	75
14.	R14	63
15.	R15	48
16.	R16	70
17.	R17	68
18.	R18	55
19.	R19	58
20.	R20	65
21.	R21	73
22.	R22	83
23.	R23	70
24.	R24	68
25.	R25	75

No.	Students	Writing Score
26.	R26	73
27.	R27	78
28.	R28	75
29.	R29	85
30.	R30	60
31.	R31	78
32.	R32	68
33.	R33	73
34.	R34	78
35.	R35	73
36.	R36	75
37.	R37	88
38.	R38	75
39.	R39	70
40.	R40	70
41.	R41	83
42.	R42	60
43.	R43	75
44.	R44	80
45.	R45	50
46.	R46	73
47.	R47	73
48.	R48	75
49.	R49	58
50.	R50	80

No.	Students	Writing Score
51.	R51	55
52.	R52	73
53.	R53	85
54.	R54	70
55.	R55	55
56.	R56	80
57.	R57	73
58.	R58	68
59.	R59	63
60.	R60	85
61.	R61	73
62.	R62	73
63.	R63	60

No.	Students	Writing Score
64.	R64	78
65.	R65	65
66.	R66	75
67.	R67	78
68.	R68	70
69.	R69	50
70.	R70	80
71.	R71	78
72.	R72	65
73.	R73	70
74.	R74	60
75.	R75	58

Appendix VIII

Students' Motivation Result

QUESTIONNAIRE (ANGKET)

Name : Jelita Anugerah Nirmala

Class : 8 pt-5

Number :

Instruction:

(Petunjuk)

1. This questionnaire is written only for research purpose and collecting the data

(Angket ini hanya bertujuan untuk kepentingan penelitian dan mengumpulkan data penelitian)

2. This questionnaire **does not** influence your score

(Angket ini tidak mempengaruhi nilai Anda)

3. You are required to give a check mark (✓) for the answer which represent yourself about **learning motivation**

(Berikan tanda centang (✓) untuk jawaban yang mewakili diri Anda tentang motivasi belajar)

STS (*Strongly Disagree*) = Sangat Tidak Setuju

TS (*Disagree*) = Tidak Setuju

S (*Agree*) = Setuju

SS (*Strongly Agree*) = Sangat Setuju

NO.	Statements	Description			
		STS	TS	S	SS
1.	I feel satisfy because I can write in English (Saya merasa puas karena saya bisa menulis dalam bahasa Inggris)			✓	
2.	I want to improve my writing to get better score in learning online		✓		

	(Saya ingin memperbaiki tulisan saya untuk mendapatkan nilai yang lebih baik dalam pembelajaran online)		✓		
3.	I write because I would feel bad if I didn't (Saya menulis karena saya akan merasa tidak enak jika tidak melakukannya)			✓	
4.	English is a fun subject to study (Bahasa Inggris adalah pelajaran yang menyenangkan)		✓		
5.	I write in English because it's important for me to do well in it (Saya menulis dalam bahasa Inggris karena penting bagi saya untuk melakukannya dengan baik)			✓	
6.	I attend English class so the teacher won't be mad at me (Saya menghadiri kelas bahasa Inggris agar guru tidak marah kepada saya)			✓	
7.	I study English so I can pass the writing exam (Saya belajar bahasa Inggris agar dapat lulus ujian)			✓	
8.	I write in English because I feel enjoy to explain my ideas (Saya menulis dalam bahasa Inggris karena saya merasa senang untuk menjelaskan ide-ide saya)		✓		
9.	I feel proud when I can write in English (Saya merasa bangga ketika saya dapat menulis dalam bahasa Inggris)			✓	
10.	If I not join English class, I feel worry			✓	

	(Jika saya tidak ikut kelas bahasa Inggris, saya merasa khawatir)			✓	
11.	I write in English because my teacher told me to (Saya menulis dalam bahasa Inggris karena guru saya menyuruh saya)			✓	
12.	I feel guilty when I can't follow English well (Saya merasa bersalah ketika saya tidak bisa mengikuti bahasa Inggris dengan baik)			✓	
13.	Learning English is my duty as a student (Belajar bahasa Inggris adalah tugas saya sebagai seorang siswa)			✓	
14.	I read the material before the material is delivered tomorrow (Saya membaca materi sebelum materi disampaikan besok)		✓		
15.	I try to write in English because it can be useful for the future (Saya mencoba menulis dalam bahasa Inggris karena dapat berguna untuk masa depan)			✓	
16.	I am curious about new material so I really enjoy to be in English subject (Saya penasaran dengan materi baru jadi saya sangat menikmati mata pelajaran Bahasa Inggris)		✓		
17.	I read many books to improve my writing skill in English (Saya membaca banyak buku untuk meningkatkan keterampilan menulis saya dalam bahasa Inggris)			✓	
18.	I study hard for English to keep my score from		✓		

	going down (Saya belajar bahasa Inggris dengan giat agar nilai saya tidak turun)		✓		
19.	I always practice to master my English skills (Saya selalu berlatih untuk menguasai keterampilan Bahasa Inggris saya)			✓	
20.	I try to finish all of English assignments (Saya berusaha menyelesaikan semua tugas bahasa Inggris)				✓

Appendix IX

Student's Reading Habit Result

QUESTIONNAIRE (ANGKET)

Name : Ade Ratri Srikandi

Class : 8

Number : 01

Instruction:

(Petunjuk)

1. This questionnaire is written only for research purpose and collecting the data

(Angket ini hanya bertujuan untuk kepentingan penelitian dan mengumpulkan data penelitian)

2. This questionnaire **does not** influence your score

(Angket ini tidak mempengaruhi nilai Anda)

3. You are required to give a check mark (✓) for the answer which represent yourself about **reading habit**

(Berikan tanda centang (✓) untuk jawaban yang mewakili diri Anda tentang kebiasaan membaca)

STS (*Strongly Disagree*) = Sangat Tidak Setuju

TS (*Disagree*) = Tidak Setuju

S (*Agree*) = Setuju

SS (*Strongly Agree*) = Sangat Setuju

NO.	Statements	Description			
		SDA	DA	A	SA
1.	I spend my spare time to read (Saya menghabiskan waktu luang saya untuk membaca)			✓	
2.	I like to read novels (Saya suka membaca novel)				✓

3.	I like to go school library and read a lot of books there (Saya suka pergi ke perpustakaan sekolah dan membaca banyak buku di sana)		✓		
4.	My parents allow me to buy any book I liked (Orang tua saya mengizinkan saya untuk membeli buku apa saja saya suka)			✓	
5.	I always read the next material for tomorrow the night before (Saya selalu membaca materi untuk besok pada malam sebelumnya)		✓		
6.	I prefer reading school material to enlarge my knowledge (Saya lebih suka membaca materi sekolah untuk menambah pengetahuan saya)		✓		
7.	I read various genres of books at least 15-30 a day to exploring ideas (Saya membaca berbagai genre buku setidaknya 15-30 sehari untuk menggali ide)		✓		
8.	I read two until three fiction books in a week (Saya membaca dua sampai tiga buku fiksi dalam seminggu)		✓		
9.	I rarely read school books although there is a test tomorrow (Saya jarang membaca buku sekolah meskipun ada ujian besok)		✓		
10.	I like to read and enlarge my knowledge about something (Saya suka membaca dan memperluas pengetahuan saya tentang sesuatu)				✓

11.	My family often take me to the bookstore (Keluarga saya sering mengajak saya ke toko buku)		✓		
12.	I read school books for my academic success (Saya membaca buku sekolah untuk keberhasilan akademik saya)			✓	
13.	The teacher pushes us to read the material in classroom consecutively (Guru mendorong kami untuk membaca materi di kelas secara berurutan)	✓			
14.	I often read a non-fiction book a week to reinforce my writing (Saya sering membaca buku non-fiksi seminggu untuk memperkuat tulisan saya)		✓		
15.	I am enjoy to read school books every day (Saya senang membaca buku sekolah setiap hari)		✓		
16.	I would rather pick books I want to read (Saya lebih suka memilih buku yang ingin saya baca)				✓
17.	I read at least a text and try to rewrite it every day (Saya membaca setidaknya teks dan mencoba untuk menulis ulang setiap hari)		✓		
18.	My family recommend many good books to read (Keluarga saya merekomendasikan banyak buku bagus untuk dibaca)		✓		
19.	I like to read by myself (Saya suka membaca sendiri)				✓

20.	I rarely read when its day off (Saya jarang membaca ketika hari libur)			✓	
21.	I rewrite what I have read in the same time (Saya menulis ulang apa yang telah saya baca di waktu yang sama)		✓		
22.	My family encourage me to read minimum ten minutes in a day (Keluarga saya mendorong saya untuk membaca minimal sepuluh menit dalam sehari)		✓		
23.	I can read various books in a month (Saya dapat membaca berbagai buku dalam sebulan)		✓		
24.	I used to reading so I feel confident in writing (Saya terbiasa membaca sehingga saya merasa percaya diri dalam menulis)		✓		
25.	I barely read books in this three months (Saya hampir tidak membaca buku dalam tiga bulan ini)		✓		

Appendix X

Student's Writing Score Result

WRITING TEST (TES MENULIS)

63

Name : Abri Bagas ~~B~~ Bilawal Nayanto Putro
 Class : 8
 Number :

Instruction:
 (Petunjuk)

1. This writing test is only for research purpose and collecting the data
(Tes menulis ini hanya bertujuan untuk kepentingan penelitian dan mengumpulkan data penelitian)
2. This writing test does not influence your score
(Tes menulis ini tidak mempengaruhi nilai Anda)
3. Please describe about your daily activity in descriptive text form in one paragraph. The paragraph consists of five until six sentences.
(Buatlah deskripsi atau gambaran tentang kegiatan sehari-hari Anda dalam bentuk teks deskriptif dalam satu paragraph. Paragraf berisi lima sampai enam kalimat.)

Alternative Vocabulary

English	Indonesian	English	Indonesian
Wake up	Bangun	Pray	Ibadah
Go	Pergi	Take a bath	Mandi
Morning	Pagi	Breakfast	Sarapan
Bicycle	Sepeda	Play	Bermain
After	Setelah	Study	Belajar

1. I wake up and pray in the morning and I pray after. After pray I'm take a bath and breakfast. After breakfast I'm go to school studying to studying use bicycle to studying. After stud I'm go home and I playing game with ~~the~~ mamang warnet

$$\frac{12 + 6 + 9 + 9,5 + 3}{4}$$

C : 3
 O : 3
 G : 82
 V : 2
 M : 2

85

WRITING TEST
(TES MENULIS)

Name : Nur Loily Putri D

Class : 8

Number :

Instruction:

(Petunjuk)

1. This writing test is only for research purpose and collecting the data
(Tes menulis ini hanya bertujuan untuk kepentingan penelitian dan mengumpulkan data penelitian)
2. This writing test does not influence your score
(Tes menulis ini tidak mempengaruhi nilai Anda)
3. Please describe about your daily activity in descriptive text form in one paragraph. The paragraph consists of five until six sentences.
(Buatlah deskripsi atau gambaran tentang kegiatan sehari-hari Anda dalam bentuk teks deskriptif dalam satu paragraph. Paragraf berisi lima sampai enam kalimat.)

Alternative Vocabulary

English	Indonesian	English	Indonesian
Wake up	Bangun	Pray	Ibadah
Go	Pergi	Take a bath	Mandi
Morning	Pagi	Breakfast	Sarapan
Bicycle	Sepeda	Play	Bermain
After	Setelah	Study	Belajar

My daily activity start from I wake up at the morning 4.15 am, then I pray. After that, I help my parents. Then I take a bath. I eat breakfast at 6 am. And I get ready to school. I usually go to school at 6.30. And I school until 13.30 pm and I go home. After that, I eat lunch then I rest. Usually I course until 4 pm. Then when I get home I take a shower and pray. Then I rest and gather with my family. When it comes to Maghrib, I pray then I eat dinner. Then I pray Isya' and I study. I usually sleep at 9 pm.

73

WRITING TEST
(TES MENULIS)

Name : Nathania Mastari

Class : 8

Number :

Instruction:

(Petunjuk)

1. This writing test is only for research purpose and collecting the data
(Tes menulis ini hanya bertujuan untuk kepentingan penelitian dan mengumpulkan data penelitian)
2. This writing test does not influence your score
(Tes menulis ini tidak mempengaruhi nilai Anda)
3. Please describe about your daily activity in descriptive text form in one paragraph. The paragraph consists of five until six sentences.
(Buatlah deskripsi atau gambaran tentang kegiatan sehari-hari Anda dalam bentuk teks deskriptif dalam satu paragraph. Paragraf berisi lima sampai enam kalimat.)

Alternative Vocabulary

English	Indonesian	English	Indonesian
Wake up	Bangun	Pray	Ibadah
Go	Pergi	Take a bath	Mandi
Morning	Pagi	Breakfast	Sarapan
Bicycle	Sepeda	Play	Bermain
After	Setelah	Study	Belajar

My morning. After that I worship. After that I take a bath. After taking a shower I have breakfast. finished breakfast I studied. After I finished studying. continued to ride my bicycle.

C : 3
O : 3
G : 2
V : 3
M : 3