

AN ANALYSIS STUDENTS' MOTIVATION IN READING PROCEDURE TEXT AT THE FIRST GRADE OF SMAN 1 RAMBAH SAMO

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Abstract

This research discussed about students motivation in reading procedure text at the first grade of SMAN I Rambah Samo. This research is important to conducted because with analysis students motivation can prepared steps to increasing students reading skill.t The technique of analyzing the data the researcher was descriptive qualitative. Questionnaire was used to collect the data. The finding showed that there was any significant analysis students' motivation. It could be showed that from 21 students in reading procedure text, there were 10 students (60-79%) in good, 4 students (50-59%) and in poor, and 7 students (0-49) very poor category.

Keywords : *Analysis, Motivation, Reading skill.*

ANALISA MOTIVASI MEMBACA TEKS PROSEDURAL PADA SISWA/I KELAS SATU DI SMAN 1 RAMBAH SAMO

Abstrak

Penelitian ini membahas tentang motivasi siswa-siswi dalam membaca procedure text di SMAN I Rambah Samo. penelitian ini penting dilakukan karna setelah menganalisa motivasi siswa guru bisa menyiapkan langkah untuk meningkatkan kemampuan membaca siswa. Peneliti menggunakan teknik descriptive quantitative untuk mengumpulkan data. Penemuan menunjukkan bahwa ada analisa penting motivasi siswa dengan menggunakan questionnaire. Itu dapat dilihat dari 21 siswa-siswi dalam membaca procedure teks. Ditemukannya dari 10 siswa-siswi (60-79%) memperoleh kategori yang tinggi, 4 siswa-siswi (50-59%) adalah kategori yang rendah, 7 orang siswa-siswi (0-39%) adalah sangat rendah, dan tidak ada siswa-siswi memperoleh kategori sangat tinggi.

Kata Kunci : *Analisa, Motivasi, Kemampuan Membaca*

1. INTRODUCTION

Reading is one of English skills students learned at senior high school. The students have studied reading since Junior High School, senior high school until university with kinds of method applied by English teacher. Reading for Senior High School students must be different with students in senior high school. For Senior High School, reading focuses about a text, such as narrative, descriptive, recount, and procedure.

Reading taught for students in Senior High School is procedure text. Procedure text will be taught at semester of grade. The standard competency of reading text for Senior High School students is to know the skill in reading and understand how to read of short simple text (procedure text) and the students have a motivated to read a text, and to interact with the environment, while the basic competency is to respond to meaning and the rhetorical development of text accurately, fluently, and contextually.

Reading an English text is an important skill to have for Senior High School students. There are many advantages to get if the students become an effective English text reader. The students will be able to get general, specific and detailed information. The students must know kind so f reading and the students need to read well as on the ways for mastering reading skill activities in procedure text.

Reading procedure text to provide instruction for making something, and doing something. Procedure text are parts of human daily live. According to Priyana, et al(2008:140), procedure text usually includes: the goal of activity, any material needed in achieving the goal, and steps needed to accomplish the goal. The procedure text tells how something is done through steps or action. Procedure text is commonly

called instruction text. The purpose of reading a procedure text is text is the students can explain how something can be done. The procedure texts should be acquired by first grade students of senior high school and the student are expected to be able to read a simple short procedure text.

Based on researcher pre-observation with interview in SMAN 1 Rambah Samo in reading skill, the researcher found the following facts: there are many problems the students do not successful in reading, such us: first, pronunciation difficulties, it causes pronunciation in reading can be difficult because vocabulary and pronounce differently and make the students difficult to read. Second, students' less interest in improving their reading ability, the students do not interesting to read because the teacher not using good media and the teacher just giving explanation so, the students bored in reading a procedure text. Third, low of reading motivation, it causes the students because the teacher using monotonous technique of teaching reading procedure text.

In SMAN 1 Rambah Samo the students low of motivation in reading procedure text. Based on the English teacher teaching in SMAN 1 Rambah Samo, that is taught reading for twice times every meeting. The teacher has taught reading procedure text in reading detail, but the teacher still found the mistake based on reading score from the students skill. The students do not know about their read and low motivation to read

Based on that problem above, the researcher is interested to conduct the research entitled "An Analysis Students' Motivation in Reading Procedure Text at First Grade of SMAN 1 Rambah Samo".

Based on the background of the problem above, the researcher know that reading is very important to get the information and knowledge. The researcher finds some problem in this case. There are many problems the students are not successful in reading, such as, first pronunciation difficulties, pronunciation in reading can be difficult because vocabulary and pronounce differently and make the students difficult to read. Second, students' less interest in improving their reading ability, the students do not interesting to read because the teacher not using good media and the teacher just giving explanation so, the students bored in reading a procedure text. Third, low of reading motivation, it causes the students because the teacher using monotonous technique of teaching reading procedure text.

The researcher will analyze about the students motivation in reading skill, especially motivation in reading procedure text at the first grade students' in SMAN 1 Rambah Samo. Motivation according to Hamzah (2011) Motivation is the nature of motivation to learn is internal and external encouragement to students who are learning to hold a change of behaviour. Based on explanation from the expert, it can be that student's motivation in the learning process can be seen from their behaviour in learning, students who have high motivation to learn diligently working on the task, prefer to work independently, and not get bored in doing the task.

According to Michael Smith and Jeff Willhelm (2002) Reading is motivating if you're reading about something that you're very interested in. based on explanation from expert, it can be conclude that the students should interesting and than get information or knowledge after their read. Reading is a

process that is carried and used by readers to obtain the message to be writer and reader.

Reading is an activity to comprehend some information in written language. According to Pang et al, (2003:6), reading consists of two related processes, word recognition and comprehension. Word comprehension refers to the process of perceiving how written symbols correspond to spoken language and comprehension refers to the process of making sense of words, sentences, and connected text. From explanation above, it can be said that reading is a skill of language to bring information from written text. Reading is also a process of communication between the writer and reader. Writer has message in his/ her writing to be shared. The writer put the message into words when the messages enter the reader's mind.

Reading is active process in which reader shift between source of information (what they know and what the text says), elaborate meaning and strategies check their interpretation (revising when appropriate), and use the social context to focus their response (Tarigan, 1979: 4). Based on the explanation of definition about reading from expert above, it can be conclude that reading need a social context to focus about response from the reader. Than reading can be a source of enjoyment and a way of gaining knowledge, information, as learners gain skill and fluency in reading.

Reading motivation is everything that can motivate and drive students or individuals to read, such as reading procedure text. Without motivation students tend to be lazy to read. To be successful in reading text, motivation is important factor of it. The reasons of why motivation is important factor of students' successful in reading is that

motivation has close relation with students in reading a procedure text, and students need to have motivation in reading. Students who have motivation tend to devote all his ability to produce optimal learning results as expected, as well as raise awareness in reading. The higher motivation of the students will encourage students to be more active in reading and the desire to read will increase. If the students have motivation to read, then students will be more active in reading. In addition, by having the motivation to read, they can understand reading procedure text well.

Reading motivation is defined in terms of beliefs, values, needs, and goals that individuals have (Guthrie and Wigfield, 1997). The researcher can be conclude that the closer the literacy activities match students' motivational beliefs, values, needs, and goals, the more willing students will be to read.

According to Vacca (2009), state motivation is activating students' interest in the text reading. Based on explanation above, it can be conclude that activities in motivation students' interest about reading such us reading magazine, a book, newspaper.

According to Brown (2001), proposes reviewing as one of techniques for series of approaching in a reading text which is used to assess the importance of what one has just read. The researcher can be conclude that, reading have one techniques for series and who defines review as to think about what you have learned and just read, and organize the information in your mind.

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Problem in reading skill

According to Stanovich (1994) the problems in reading skill:

- a. The student not interesting to read a text.
- b. The students usually found the difficult words used in the text.
- c. The vocabulary lead the other problem, namely the other problems in answering the questions related to the text.
- d. The students difficult to answering both explicit and implicit questions,
- e. The mentioned that the topics given by the teacher were too difficult.

The problem above explain what are problem in reading skill. Such as problem in reading text, difficult word, less vocabulary, answer explicit and implicit question, and the topic also. The researcher submitted so that reading very difficult to students because pronunciation not same what we hear. And the keys to success in reading so the students should read.

Motivation for learners is always a main element that affects their reading comprehension, however, it has not been yet recognized that motivation is a

main factor in reading comprehension (Seymour 2006:9). Reading motivation is one of the main factors for foreign language students that helps learners to read more affectively. Based on explanation from expert, it can be conclude that reading motivation is an important element which distinguishes students' success in text recognizing and understanding reading comprehension must be considered in university level. In foreign language learning, one of the most important factors for the learners is the method which teacher use in their teaching to facilitate learning.

Reading as a basic to learn a new language (Mikulecky, 1980:1). Because reading helps you to think in the new language, helps you build a better vocabulary, makes you more comfortable written English. The researcher can be conclude that suggested that reading is a reading thinking activity. The reader must be able to interpret and adjust what he/she reads in accordance with knowledge of the topic.

Sardiman (2012), says that motivation can be considered as the overall driving force in students that lead to learning and reading activities. Based on the explanation of definition about motivation from the expert above, it can be conclude that motivation is driving force in students to learning

activities. Such us doing task, and homework. And the students have motivate to do activities.

Motivation is an essential condition of learning. It refers to an effort to engage student so they will gain the aims of the learning. Sardiman (2007:89) divides the motivation into 2 kinds, they are:

a. Intrinsic motivation

The intrinsic motivation is the motivation that comes from inside of the student. Without any stimulant from outside of the student, the student will read by themselves.

b. Extrinsic motivation

The motivation that comes from outside of the students is called extrinsic motivation. The students have to be stimulated to read the material by something such as a reward. This kind of motivation is needed to make a good condition of learning and reading. The root of reading difficulties of the students is the mental attitude of the students, they may like reading less. Motivation flows from interest, without interest there is usually no will to do, no drive to learn. Without motivation, the students simply will not develop into a mature reader.

According to Hamzah B.Uno(2008), indicators of motivation to read can be classified as follows:

Table 1 Indicators of motivation

No	Indicators	Number of items		Total
		Positive	Negative	
1.	Desires to succeed in reading	3,16	1	3
2.	The motivation and the need to read	5,6,18	2,19,20	6
3.	Expectations of future aspirations	7	4	2
4.	Activities that interest in reading	10,11,13,14	8,9,12,15,17	9
	Total statement	10	10	20

Hamzah B.Uno (2008), state that there are four indicators of motivation:

Desires to succeed in reading, The motivation and the need to read, Expectations of future aspirations, Activities that interest in reading. The indicators of motivation very important for students successful in reading.

According to Edward Murray (2005: 68-67), argues that the characteristics of people who have high achievement motivation is as follows:

- a. Do something with the best
- b. Do something to achieve success
- c. Completing tasks that require effort and skill,
- d. Desiring become known and mastered a particular field,
- e. Perform a hard thing with satisfactory results
- f. Doing something very meaningful,
- g. Doing something better than anyone else.

An action can be regarded as highly motivated, if that behavior shows the following characteristics:

- a. Individuals showed the enthusiastic response to the forms of the responses were varied.
- b. The strength an deficiency of behavior have a relationship which varies with the strength of the determinant.
- c. Motivation leads to behavior at a particular destination.
- d. The positive influence cause a certain behavior tends to be repeated.
- e. The strength of behavior will be weakened, if the result of that action is not award.

2. METHOD

This researcher is design as a descriptive qualitative research. Qualitative descriptive study is a part of a qualitative research. The purpose of descriptive qualitative research is to find the result of analysis what we want to observe. In this research, the researcher wants to analyze students motivation in reading procedure text at the first grade of SMAN I Rambah Samo.

The population of this research was the second grade students of SMAN 1 Rambah Samo in the 2014/2015 academic year. The number of population students consisted of one class; each class consisted of 21 students. According "Arikunto (2010:174) said that population research only done for a limited population and the subject are not many. Sample is part of population, which is choosen to participate in the study. There researcher did not observed all of classes but only a classes. The class was only X² in SMAN 1 Rambah Samo with 21 students as the sample in this study used cluster random sampling.

Arikunto (1993:107) that of the population less than 100 persons, the sample is better to take all, but if the population is the more than 100 persons, the sample is taking 10-15 or 20-25 % of them. researcher applied a cluster random sampling method in taking the data. Gay (2009) states that cluster random sampling randomly select groups, not individuals. The sample was obtained by selecting the intake group as a whole which is known a cluster sampling as (Singh, 2006:89).

Reading motivation questionnaire was used to measure students' motivation on reading. The

questionnaire in this research was Motivation for Reading Questionnaire. According to Bimo Walgito (2010: 72-73) questionnaire used in the research is closed questionnaire, it is means of given direct questionnaire to responder then responder remain to choose the answer that have been prepared. So the answer is relevant, responder cannot give freely the answer.

The instrument for this research is use questionnaire, which consist of 10 items, considering that there are 45 minutes for the students to answer the questionnaire. The test should be answered in students answer sheet and it will do for 21 students at the same time.

Furthermore, the items of the questionnaire was translated into Indonesian language to avoid misunderstanding and misinterpreting. After that, to analyze the result of students motivation questionnaire score. This answer the questions from the questionnaire hopely can help the researcher to know the students' motivation in reading procedure text at SMAN 1 Rambah Samo

The technique that used to collect data was by distributing the questionnaire to the students. Then, the students answer the question on the answer sheet. The questionnaire consists of 20 items. The technique is

carried out to measure the students' motivated in reading procedure text.

To know the students' motivation in reading procedure text, researcher will be use following the questionnaire. In This research the students fill questionnaire. From this technique the researcher know measure students ability in reading procedure text.

3. FINDING AND DISCUSSION

The researcher discussed about the description. In this research, the researcher used the descriptive research. It was to find out the students' motivation in reading procedure text and problem in reading. This research was done in SMAN I Rambah Samo at June 19th 2015 about An Analysis Students' Motivation in Reading Procedure Text at the First Grade of SMAN I Rambah Samo. The were 21 students as sample from 131 students. First, To find out students' motivation in reading procedure text, the researcher conducted answer the questionnaire.

Researcher found out the score of students. There were some categories of student's score; strongly agree (4), agree (3), disagree (2) and the strongly disagree (1).

Table 2: the presentation of the students' motivation in reading procedure text

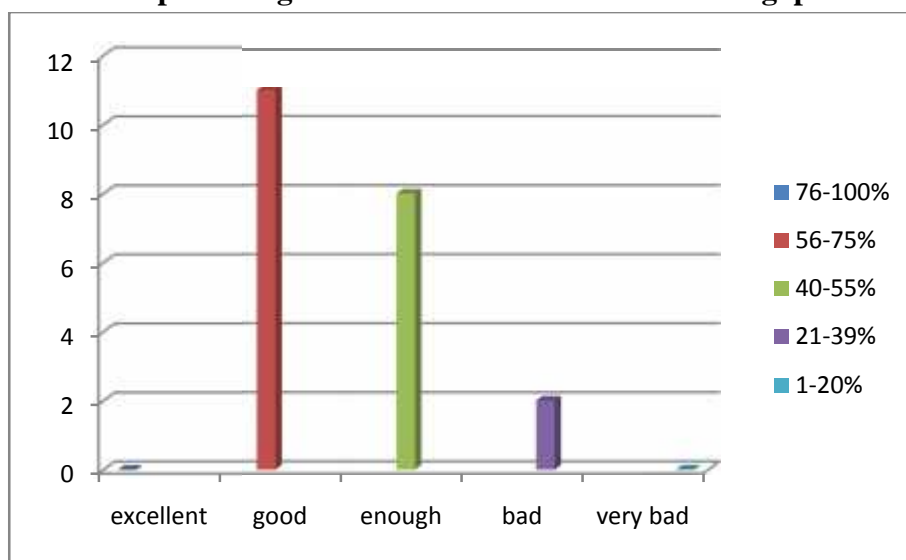
No	Range Score	Frequency	Percentage	Description
1.	80 - 100	0	80%-100%	Excellent
2.	60 - 79	10	60%-79%	Good
3.	50 - 59	4	40%-49%	Poor
4.	0 - 49	7	0%-39%	Very Poor

(Adapted from Heaton, 1988:96)

Based on the table above, it can be seen from 11 students (56-75%) it is categorized as good, 8 students who got (40-55%) and it is categorized as enough, 1 students (21-39%) got bad,

and nothing students got Excellent and very bad categories. Based on the table above, the researcher found the percentage students motivation level in diagram 1 below:

Diagram 1: The percentage of students' motivation in reading procedure text



Based on the diagram above, it can be seen from 11 students (56-75%) it is categorized as good, 8 students who got (40-55%) and it is categorized as enough, 1 students (21-39%) got bad, and nothing students got Excellent and very bad categories.

a. Analysis the data

Based on the diagram 4.1 above, it can be seen there are 11 students got the range score (56-75%) and the percentage is 52% it is categorized as good. The students got good score based on the score of students' answer the questionnaire reading procedure text.

There are 8 students who got (40-55%) and the percentage 38% it is categorized as enough. The score can be seen from students answer the questionnaire of reading procedure text. 1 students (21-39%) got bad, and

nothing students got Excellent and very bad categories.

In this research, the researcher got the data from questionnaire of the students' motivation reading procedure text. This research was to found out the students' motivation in reading procedure text. There were 5 categories of the students motivation in reading procedure text, there are excellent, good, enough, bad, and last very bad.

Good motivation of the students based on the finding, the motivation of students reading procedure text in good category. It was indicated the average of questionnaire students' score above, it showed that from 21 students in reading procedure text, it was (56-75%) it is categorized as good.

Enough category of students based on the finding, students motivation in reading procedure text in enough category. It was indicated the average of questionnaire was 40-55%.

Bad category, based on the finding students motivation in reading procedure text in bad category. It was indicated the average of questionnaire students score was 21-39%, and nothing students got Excellent and very poor categories.

4. CONCLUSION

Based on the data analysis on the previous chapter, the researcher concludes result of those analyses. The conclusion will be presented based on problems of the research. It concerned with the students motivation in reading procedure text. The researcher used questionnaire to know the students' motivation in reading procedure text at the first grade of SMAN I Rambah Samo.

The research was conducted in 19 Juni 2015. The research was conducted in SMAN I Rambah Samo. The population of the research was the first grade students at SMAN I Rambah Samo. The sample of the research was 21 students at the first grade students at SMAN I Rambah Samo.

Good motivation of the students based on the finding, the motivation of students reading procedure text in good category. It was indicated the average of questionnaire students' score was above, it showed that from 21 students in reading procedure text, 11 students (56-75%) it is categorized as good, 8 students who got (40- 55%) and it is categorized as enough, 1students (21-39%) got bad, and nothing students got Excellent and very bad categories. It is means that the students' motivation in reading procedure text was good in SMAN I Rambah Samo.

Thus, from explanation above, it can be conclude that students' motivation reading procedure text at the

first grade of SMAN I Rambah Samo are still low. It can be proved that generally, students lazy to read because the motivation was low.

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