AN ANALYSIS OF STUDENT'S MOTIVATION IN READING PROCEDURE TEXT AT THE SECOND GRADE OF SMA NEGERI 1 PALOPO

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Abstract

This study discusses the motivation of students in reading procedure text in class II at SMA Negeri 1 Palopo. This research is important because by analyzing students' motivation they can prepare steps to improve students' reading skills. The data analysis technique that the researcher did was descriptive quantitative. Questionnaires were used to collect data. The results showed that there was a significant analysis of student learning motivation. It can be shown that from 36 students in reading procedure text there are 13 students (85%-100%) in the strongly positive category, 17 students (69%-84%) in the positive category, 4 students (53%-68%) in the positive category. moderate, and 2 students (37%-52%) in the negative category.

Keywords*: Analysis Motivation, Reading Skills.*

INTRODUCTION

Reading is among the English abilities that high school students study. Students have been taught to read throughout junior high, high school, and college through a variety of approaches implemented by an English master. Starting to read for students should be distinct from reading for middle school pupils. For individuals with SMA, reading emphasizes on narrative, descriptive, explanatory, and procedure texts.

Students in high school are trained to read procedure texts. Semester-by-semester, procedure texts will be taught in class. The reading competency standard for high school students is to have reading skills and an understanding of how to read simple short texts (procedural texts), and students have the motivation to read texts and interact with their environment, while basic competencies accurately, fluently, and acceptably respond to the meaning and rhetorical improvement of texts.

Reading English literature is a critical skill that all high school students must master. There are numerous benefits to kids becoming proficient readers of English texts. Students can access a variety of information types, including general, specialized, and detailed. Students must understand the many forms of reading, how to read successfully, and how to acquire reading skills tasks in procedural texts. Read procedural manuals to obtain instructions on how to produce or do anything. Procedure texts are an integral component of daily living. According to Priyanka et al. (2008: 140), procedure texts often include the activity's objectives, the materials required to accomplish the objectives, and the actions necessary to accomplish the objectives. The procedure text describes how something is accomplished through a

series of steps or actions. The term "procedure text" is frequently used to refer to instruction text. The objective of reading process text is to equip students with the knowledge necessary to describe how something can be accomplished. Procedure texts must be held by first-grade high school students, and students must be able to read simple, brief procedure texts. At SMA Negeri 1 Palopo, students' enthusiasm to read procedural materials is poor. Based on the teacher of English's teaching at SMA Negeri 1 Palopo, which requires students to read twice per meeting. Although the teacher has taught the reading procedure text in detail, the teacher nevertheless detects faults based on the students' reading scores. Students lack knowledge of reading and have a low motivation to read.

The researchers are interested in conducting research with the title "Analysis of Student Motivation in Reading Procedure Texts for grade II Students at SMA Negeri 1 Palopo" in order to address the aforementioned issues. Given the context of the topic, the researcher understands the critical nature of reading in acquiring information and knowledge. Numerous issues were discovered in this case. There are numerous reasons why students struggle with reading, including trouble with initial pronunciation. Pronunciation in reading can be challenging due to varied vocabulary and pronunciation, making it difficult for pupils to read. Second, students are less engaged in developing their reading skills; students are less interested in reading since the teacher does not utilize appropriate media and merely explains in such a way that students become bored with procedure texts. Third, low reading motivation occurs as a result of the teacher employing a repetitive teaching strategy for reading procedural materials.

The researchers will examine students' motivation to improve their reading abilities. Particularly the motivation for first graders at SMA Ekasakti to read procedural texts. Hamzah's motivation (2011) Motivation is the nature of internal and external motivation for pupils who are learning to improve their behavior. According to the expert's explanation, students' enthusiasm for learning may be determined by their behavior during the learning process; students who have a high level of passion for learning are diligent in completing assignments, prefer to work individually, and are not bored. In carrying out the duty.

According to Michael Smith and Jeff Willhelm (2002), reading can be inspiring if the subject is one that you are passionate about. According to the expert's statement, students should seek out and acquire information or knowledge after they read. Reading is an exposition that readers perform and utilize to obtain messages in order to become authors and readers.

Reading is an activity that entails comprehending written material. According to Pang et al. (2003:6), reading entails two interrelated processes: exposition and the insertion of tailored structures. Personalized structure refers to the process of determining how written symbols correlate to spoken language, whereas comprehension refers to a process of determining how customized structures, phrases, and linked texts are understood. As stated previously, reading is a linguistic skill used to convey information from written materials. Reading is also an exhibition of author-reader communication. The author wishes to convey a message through his writing. When the author's message reaches the reader's mind, the author organizes it in a unique, tailored structure.

Brown (2001) defines review as a technique for a set of techniques to reading texts used to determine the significance of what has just been read. Researchers can infer that reading is a sequential approach and that review is defined as reflecting on what you have learnt rather than simply reading and arranging the information in your head. Anything that can stimulate and encourage students or individuals to read, such as procedure texts, is considered reading motivation. Without motivation, pupils are prone to procrastinate when it comes to reading. Motivation is critical for successful text reading. The reason motivation is critical for kids' reading performance is that motivation is inextricably linked to students' ability to read procedure texts, and students must be motivated to read. Students that are motivated are more likely to commit their full powers to achieving the desired learning goals and fostering reading awareness. The more motivated pupils are, the more active they will be in reading, and their motivation to read will grow. Students that are motivated to read will be more active readers. Additionally, with the motive to read, they are capable of comprehending the reading method text.

LITERATURE REVIEW
Definition of Motivation

Motivation is a shift in the energy levels of a person's personality that is manifested by the development of emotional (feelings) and behavioral responses to accomplish goals. According to Sumadi Suryabrata, motivation is a state of mind that encourages a person to engage in particular activities in order to accomplish a goal. Meanwhile, Gates and his colleagues suggest that motivation is a psychological state that a person possesses that controls his or her behavior in a particular way.

Gardner's theory of motivation has had a long-lasting influence on the field of L2 motivation. Gardner (2001) defines motivation as a combination of three components: effort (language learning effort), desire (a desire to accomplish a goal), and positive impact (enjoy language learning task). Role orientation, which Gardner refers to as "goals," seeks to build motivation and channel it toward achieving objectives (Gardner, 1985). Gardner and colleagues introduced the two orientations, specifically the integrative approach and the instrumental orientation, which have been debated and examined extensively in L2 motivation research. Gardner (1985) defines integrative orientation as a good attitude toward the L2 community and a desire to be a part of it. In contrast to an integrative perspective, an instrumental orientation is described as studying L2 for pragmatic purposes, such as improving one's employment prospects or earning potential. According to Gardner and Lambert (1972), motivation is a critical aspect in the success of language learning research. It is described as "a combination of effort plus a desire to accomplish language learning goals plus a positive attitude toward language learning" It is defined as "a combination of effort plus a want to accomplish language learning goals plus a positive attitude toward language learning."

Type of Motivation

In addition to intrinsic and extrinsic motivation, there are other types of motivation in learning English. Gardner distinguishes two types of motivation in learning English.

Integrative motivation

The first motivation is integrative, namely the motivation that shows the form of prosperity in the language object; this motivation can be seen from a person's desire to adapt and follow the culture of the community through language.

Instrumental motivation.

The second motivation is instrumental; this motivation is the reason to encourage someone to learn a language or have a target in mastering a language with a specific purpose.

Both of these motivations can be related to daily activities. Students who study English in college to get higher academic achievement means they have instrumental motivation.

Every motivation is related to a goal. Students are motivated to learn because they want to achieve high achievements and also to realize their goals. In this case, motivation has three functions:

1. Encouraging humans to perform, for example, as a movers or engines that produce energy. Motivation is the driving factor behind all of the activities that will be undertaken in this scenario.
2. Determine the course of action, specifically toward the desired outcome. Thus, through the setting of goals, motivation provide some direction and actions that must be completed.
3. Selecting activities, that is, choosing which acts should be conducted out in unison to accomplish goals, while excluding those that are superfluous.

Richard and Edward (2000) described intrinsic and extrinsic motivation in depth. The most fundamental distinction is that intrinsic motivation relates to doing something because it is intrinsically fascinating or enjoyable, whereas extrinsic motivation refers to to do something for a distinct result" (Richard and Edward 2000, p.55). That is, intrinsic motivation is connected to students' desire or interest in learning. Extrinsic motivation, on the other hand, is linked to goals or accomplishments. Intrinsic and extrinsic motivations both influence or lead the learner toward language acquisition. These two or more variables motivate in distinct ways, yet they are connected. Students might be motivated primarily by the classroom environment and the rewards provided by their instructors.

Ellis (1997) distinguished four distinct types of motivation: instrumental, integrative, result-oriented, and intrinsic. Based on instrumental motivation, learners may attempt to study L2 for a variety of functional purposes, like passing humdinger tests, obtaining a better career, or gaining admission to university, all of which contribute to deciding success in L2 learning. Integrative motivation refers to students who prefer to study a specific L2 because they are fascinated by the culture and people represented in the target language. The term "outcome motivation" refers to the motivation that results in the acquisition of L2, as the motivation could be a result of learning. The latter would be intrinsic motivation, which entails the arousal and development of curiosity and may diminish as a result of things including the learner's specific interests and their level of personal involvement in the learning process. Motivation is a multifaceted phenomenon that should be viewed as a compliment rather than an adversary, as they are inextricably linked.

According to Brophy and Good (1987), there have been two types of motivational methods: extrinsic and intrinsic motivation tactics.

Extrinsic motivation strategy

Extrinsic motivation strategies are the easiest, most straightforward, and most adaptive of the recommended methods for addressing the value components of classroom motivation.

a. Provide incentives for superior performance
b. Consider the effectiveness of academic pursuits.
c. Appropriate competition structure.

Intrinsic motivation strategy

The intrinsic motivation strategy is founded on the premise that teachers should choose or construct academic projects that students find intrinsically fascinating and delightful in order for them to participate voluntarily in exchange for extrinsic incentives.

a. Opportunity for active response
b. Inclusion of higher-level objectives and different questions
c. Feedback feature
d. Opportunity for students to make finished products
e. The inclusion of fantasy or simulation elements
f. Opportunities for students to interact with peers.

Definition of Reading

According to Dalman (2014: 5) states "Reading is an activity" or cognitive expositions that seek to find various information in writing. This means that reading is thought expositions to understand the contents of the text read. Therefore, reading is not just looking at a collection of letters that have formed individualized structures, customized organization groups, sentences, paragraphs, and discourses, but more than that reading is an activity to understand meaningful symbols/signs/writing so that the message conveyed by the author. Acceptable to the readers.

Type of Reading

According to Patel and Praveen (2008), reading can be classified into numerous forms, including intensive reading, extended reading, reading aloud, and silent reading.

a. Intensive reading is a type of reading that focuses on everyday language and individual organizational vocabulary taught by masters in class and speech and special structure vocabulary found in poems, poems, novels, or other sources. For example, Students focus on linguistic or semantic details of a passage and focus on structural details such as goodbye to language.
b. Extensive reading is a style of reading in which students read for enjoyment while also improving their overall reading skills. For instance, students read as many various sorts of literature as possible, including journals, newspapers, and magazines, primarily for pleasure, and require only a broad grasp of their contents.

c. Reading aloud is reading in a loud and clear voice. For example, reading poetry, exchange, and other types of text.
d. Silent reading activities are intended to train students to read silently so that students can focus their attention or understand the text.

Reading Text
Five types of texts, they are :
a. Descriptive
b. Narrative
c. Recounts
d. Report

Procedure Text

A procedure text is one that teaches precisely how to manufacture or do something. Martin assumes that procedure text is to show how processing is done – and how something is done – and how something is done.

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It can be concluded that procedure text is part of the type of text to explain how something can be done through several sequences of steps. In addition, detailed material information is used then commands that guide the reader to complete the steps of the sequence. This kind of text can also be said to be a guide, guide, or manual.

Characteristic of Procedure Text

Different classes emphasize distinct characteristics, providing the reader with a clear understanding of the text's overall meaning. As a result, students are aware of the type of text being conveyed

Purpose of Procedure Text

Walter (2015), considers the purpose of this text to be too sure that something has been done right, then to achieve good results in the end. That is, The objective of this text is to provide knowledge on how to make, cook, use, and operate something that is necessary for the reader to obtain a successful result.

Types of procedure Text

Walter says that there are different procedure texts for different purposes:

a. Text giving details on how to use some operations, instructions.
b. Texts that train how to do certain activities.
c. Texts related to human behavior.

The Element of Procedure Text

Linda Gerot assumes that there are three various elements of this procedure text:

a. Social Function

b. general Structure

c. Linguistic Elements

Language Features of Procedure Text
Using technical language
1. The sentence begins with an individualized structure of work.
2. Using time numbers that command commands to perform some procedures.
3. Time numbers are described in the order, such as second, after, next, first, finally.
4. Individualized structure description is used in this procedure text. It tells how the action should be performed. Individualized structure description of how this is applied.

Advantages and Disadvantages of Procedure Text
Advantages
Students can analyze whether the text they have read is a procedure text or not. They can develop their individualized structure vocabulary. Students can guess some of the differences in functional text in this procedure text. This text helps students in compiling something.
Weaknesses
Students find it difficult to distinguish between procedure texts and other texts. While using this generic structure can get them confused, some students don't know about tenses.

RESEARCH METHOD
Quantitative research is an exposition that collects and analyzes numerical information. It is usually used to find patterns, averages, predictions, and cause-and-effect relationships between the variables being studied. According to Robert Donmoyer (2008:713), is an empirical study approach to collect, analyze, and display information in numerical form rather than narrative form. This research use a quantitative. To get the maximum result for this research, the researcher applied descriptive quantitative. The aim is to describe the motivation in reading English text by the English teachers especially in describing the motivation of students toward reading in learning English.

FINDINGS

According to Gardner (2001) there are three theories covering students' reading motivation in the L2 field, namely effort (language learning effort), desire (a desire to accomplish a goal), and positive impact (enjoy language learning task). As follows:

Language Learning Effort (Effort)

Positive	Negative	
1, 2, 6, 11, 15, 22, 23, 25, 26, 29.	3, 4, 28	13
149, 150, 153, 138, 140, 130, 148, 125, 118, 116.	96, 85, 108	13
759.44	**160.55**	

a. A Desire to Accomplish a Goal (Desire)

Positive	**Negative**	
5, 8, 9, 13, 17	7, 24	7
142, 161, 146, 138, 141.	95, 72.	7
404.44	**92.77**	

b. Enjoy Language Learning Task (Positive Impact)

Positive	**Negative**	
12, 14, 16, 18, 19, 20, 27, 30.	20, 21	10
130, 125, 112, 148, 144, 121, 131, 124.	121, 93.	10
575	**118.88**	

DISCUSSION

Student motivation in reading procedure text

Teaching is not a simple activity. It not only transfers knowledge from teacher to student, but also processes how student behavior changes. In teaching students, teachers must consider their role in the development of students in learning, especially in teaching reading.

In the teaching and learning process, students' motivation towards subjects and the way teachers deliver lessons are also important because teachers, lecturers, and instructors need to consider students' preferences before making teaching materials and lessons. If students have positive motivation they will have positive thinking and they will accept the lesson easily and vice versa.

The use of procedural texts in the teaching and learning process has been carried out by several researchers. A study by Siti Nurlailatul as'Ada, I Made Sutama, I Gede Nurjaya, Siti Nurlailatul as'Ada, I Made Sutama, I Gede Nurjaya, that the motivation of students using procedure texts is positive because by using procedure texts their understanding becomes better and they are more motivated.

Interested in learning skills and languages. This is due to the use of authentic language in the procedure text.

This study discusses quantitative descriptive. This is to find out students' motivation in reading procedure text and problems in reading. This research was conducted at SMA Negeri 1 Palopo on December 21, 2021-10 January 2022. The researcher researched about An Analysis Of Student's Motivation In Reading Procedure Text At The Second Grade Of Sma Negeri 1 Palopo. With a sample of 36 students. The first is to find out the students' motivation in reading procedure text. The researcher distributed the questionnaire and then the students answered the questionnaire. In the percentage table above, it can be seen from 13 students (85%-100%) in the strongly positive category, 17 students who got (69%-84%) in the positive category, 4 students who got (53%-68%) in the moderate category, 2 students who got got (37%-52%) in the negative category, and finally there were no students who got (20%-36%) in the strongly negative category. From the calculation results above, the researcher knows the values based on the frequency description table, namely, strongly positive (5), positive (4), moderate (3), negative (2), and strongly negative (1), from several categories that have been mentioned none. Students who get a strongly negative category. Therefore, these results are in line with the use of procedure text, which not only simplifies the material, procedure text is also flexible in time. Importantly, using procedure texts can motivate students to practice their reading skills. Another benefit of using procedure text is that it can increase students' motivation and make them pay more attention to the material. In addition, the advantage of using procedure text is that it provides a guide for carrying out an activity with systematic steps to make it easier for the reader. For additional procedure texts can help students focus on their reading and inspire them to increase students' motivation to read in class.

CONCLUSION

Based on the findings and discussion of the previous chapter, it can be concluded that most of the students get effort, desire, and positive impact when the teacher uses procedural texts. So, it make them easier understanding of the subjects and increasing their reading motivation. In addition, they stated that by using procedure text they felt more motivated in learning the subject and did not get bored during the lesson. It is certain that students' motivation of using procedure texts in teaching to increase students' reading motivation are positive.

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