

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background of the study**

Reading comprehension is very important in English language learning and it has become a major skill in teaching learning process because it provides exposure necessary for language learning. Reading is one of the language skills that must be mastered by students, so that teaching reading should be learned in all level of education. It is important for them when they communicate and interaction in society in writing and understand the content of writing. Patel and Jain (2008:113) state that reading is an important activity life with which one can update his or her knowledge. In the other words, reading skill is an important for academic success. By reading, the students can improve their knowledge to find out new information and if they often read text they will understand in every subject.

Reading is definitely an active process: the learners interact with a text and bring their knowledge of the subject and language to the text. Furthermore, the learners do not need to produce in reading meanwhile they receive the information to produce comprehension. Reading comprehension is defined as the degree of understanding the text. Duffy (2009:14) reveals that comprehension is the root of reading because the goal of written language is communication of message. In addition, when the learners have understood he message in written text, they are able to pass the information to people around them.

According to Naiman et al, in Ur (1991:274), a motivated person is the one who is willing in learning activities to get self-improvement. Besides, students with

high motivation create such an easier and more enjoyable and productive learning process. Therefore, the teacher's task is not only to teach but also to ensure that students have high motivation when learning. Moreover, students who are motivated in learning more quickly do what is instructed by the teacher and they are more relaxed when working on it. In addition, learning in the classroom is more effective when all students have high motivation because they try to on the best for activity in accordance with what the teacher wants the teaching process.

Motivation consists of intrinsic and extrinsic motivation. Sardinian (2010:89) states that intrinsic motivation comes from inside factor while the extrinsic motivation comes from outside factor. First, intrinsic motivation is the motivation that comes from inside of the student. Without any stimulant from outside of the student, the student will learn by themselves. Second, extrinsic motivation is the motivation that comes from outside of the students. The students have to be stimulated to learn the material by something such as a reward. Based on Santrock (2008:438) states that motivation involves the process that energizes, direct and sustain behavior.

A research was conducted by Marsela (2010). He carried out a research was "The Correlation between Reading Motivation and Reading Comprehension Achievement of the Eleventh-Grade Student of SMAN 2 Palembang". The objective of her research was to find out whether there is a significant correlation between motivation and reading comprehension achievement of the eleventh-grade students of SMAN 2 Palembang and find out whether reading motivation significantly influences reading comprehension achievement of eleventh-grade

students of MAN 2 Palembang. The result of the study showed that there was a significant correlation between reading motivation reading comprehension.

Another research was conducted by Manan (2017) “The Correlation between students' Motivation in Reading English Text Books and Their Achievement in Reading Comprehension”. His research was conducted for the fifth-grade students in a mid-Atlantic school. The objective of this research was to find out whether there is any positive and significant correlation between students' motivation in reading English text books and their achievement in reading English. The result of his research showed that motivation in reading English text books influenced students' achievement in reading comprehension.

Regarding on the explanation and the research finding, it seemed that motivation plays an important role in improving the students' motivation in reading comprehension. The researcher chose motivation and reading comprehension in this research because the researcher needed to know how motivation affects the students' reading comprehension, especially in the eighth-grade students of SMP Widya Sakti Denpasar in academic year 2022/2023. Therefore, the researcher formulated a research entitled "The Correlation between Motivation and Reading Comprehension of the Eighth-grade Students of SMP Widya Sakti Denpasar in Academic Year 2022/2023".

## **1.2 Research Problem**

Concerning to the description above, motivation and reading comprehension are important especially in learning English. A scientific investigation initiated from problem which needs to be solved by using scientific method. Therefore, it is important to formulate the research question. Research problem is important to

make the discussion clear and specific. Furthermore, the researcher is interested in finding out the significant correlation between motivation and reading comprehension of the junior high school students. Thus, the research question of the present study can be formulated as follows: Is there any significant correlation between motivation toward reading comprehension of the eighth-grade students of SMP Widya Sakti in academic Year 2022/2023?

### **1.3 Objective of the Study**

Objective of the study is the goal of which the researcher plans to do or achieve after the study is carried out. By knowing the objective of the study, it will help the researcher to concern on the process of collecting the data in this research. The undertaking of any scientific investigation is certainly to answer the research question and find out scientific solution of the research problem. This present study was intended to answer the research problem that had been previously formulated and determined. Based on the research problem on the background, the objective of the study was to find out the significant correlation between motivation and reading comprehension of the eighth-grade students of SMP Widya Sakti Denpasar in academic year 2022/2023.

### **1.4 Limitation of the Study**

The limitation of the study is very important to make a discussion about the research problem more specific and avoid a broad discussion. In this study, the topic will limit or focus on investigating the significant correlation between motivation and reading comprehension of the eighth-grade students of SMP Widya Sakti Denpasar in academic year 2022/2023. Besides, motivation in this study was limited to the ability of the students in positive task orientation, ego involvement,

need or achievement, high inspiration, goal orientation, perseverance, and tolerance of ambiguity. Furthermore, reading comprehension aspects that are focused in the present study are in identifying general information, specific information, textual reference and textual meaning. Those aspects will be investigated by the researcher in this present study.

### **1.5 Significance of the Study**

The main practical consideration brought into account in this study is the importance of the research findings. This research concerned with finding the correlation between motivation and reading comprehension of the eighth-grade students of SMP Widya Sakti Denpasar in academic year 2022/2023. The result of the study is expected to provide meaningful and significant outcome of the research findings. Moreover, the researcher expected that this research would bring more advantages in terms of theoretical and practical significance. Thus, the findings of this study are expected to have both theoretical and practical significance.

Theoretically, the findings of the present study were expected to give contribution and material for the next researcher regarding to investigate the correlation between motivation and reading comprehension. The result of this research also was expected to give a new list of some study about correlational study which has been conducted before by others or reader to get new information about it. Therefore, this research was expected to be reference for the next researchers especially for to correlational study to investigate the correlation between motivation and reading comprehension.

Practically, the results of this study were expected to be useful for English teachers, students, and other researchers. For the English teachers, it was expected

to give information that can be used as a consideration to get better results for the students being taught in SMP Widya Sakti Denpasar. It also gave the teachers result on how to teach reading. For the students, it was expected that it can help them to overcome the issue by considering better learning strategies in the future so that they can increase their motivation and solve their problem in reading comprehension. The last is for other researchers, this research is expected to become a reference which can help future researcher to improve and develop their research which is related to the correlation between motivation and reading comprehension.

### **1.6 Definition of Key Terms**

Key terms are important to be defined in order to give clear understanding of the topic. In the present study, the researcher has several key terms that are related in the research. The key terms were based on the research variables on the present study. Moreover, the focus of this research is to determine the correlation between motivation and reading comprehension of the eighth-grade students of SMP Widya Sakti Denpasar in academic year 2022/2023. Thus, the key terms in this present study were motivation and reading comprehension. To avoid misunderstanding and confusion on the parts of the re concerning the key terms significantly used in the context of the present study, the researcher needs to operationally define the following terms:

#### **1. Motivation**

Reading motivation is defined as the students` motivation or eagerness in reading and a great impact for students when they doing activities especially reading. It means students finding an activity that keep students engaged and putting effort into it.

## 2. Reading Comprehension

Reading Comprehension can be defined as the ability of the eighth-grade students of SMP Widya Sakti Denpasar in academic year 2022/2023 in identifying general information, specific information, textual meaning, and textual references.





## **CHAPTER II**

### **THEORETICAL AND EMPIRICAL REVIEW**

#### **2.1 Theoretical Review**

Theoretical review is a review of some theories related to the study. This is used to support and built the present study to be firmer and more based on the fact. Therefore, theoretical review was used to support and build this study. The present study needed to be supported by the theories which have already given by the experts. There were several sources from several literatures that were related and support this present study. There were some important points to be explained and discussed based on the relevant theoretical reviews that were taken by the researcher. The present study was based on the discussion of the following theoretical framework: motivation and reading comprehension. For the purpose of the present study, some theoretical new points as well as empirical evidences were reviewed. Some of the viewpoints were as follow:

##### **2.1.1 Definition of Motivation**

Motivation is one of the important things that needed by every student. But, not all of the students have similarly motivation in learning English especially in reading comprehension. By motivation, the researcher can achieve the goals. According to Romando (2007) the word motivation is coined from the Latin word “movere”, which means to move, Motivation is defined as an internal drive that activates behavior and gives it direction. The term motivation is concerned with the processes that describe why and how human behavior is activated and direct. It means that motivation is human behavior in doing something such as in learning or



working. So, motivation is important for the human to be successful in doing something.

Motivation is an important factor in learning process. In learning English, the student should have high motivation to make the learning process easier. The success of learning depends on the level of motivation. It can drive learners in reaching learning goal. Therefore, motivation is the key of success in learning teaching process. Without motivation, the goal of learning is difficult to be reached. By having motivation students will be enthusiastic in teaching learning process so a factor of high or low of they will be pushed to study English well, Motivation the goal (Brown, 2001:75).

### **2.1.2 Type of Motivation**

Romando (2007) states that motivation is defined as an internal drive that activates behavior and gives it direction. Therefore, the researcher can conclude that motivation is an action to achieve the goals. Motivation significantly determines the level of proficiency achieved by learners. Harmer (1995:4) claims that motivation has two main categories: extrinsic motivation, which is concerned with factors outside the classroom, and intrinsic motivation, which is concerned with what takes place inside the classroom as in the following:

#### **1. Extrinsic Motivation**

Extrinsic motivation is that arise from outside of the individual. According to Schunk (2008), Extrinsic motivation refers to the performance of an activity in order to attain an outcome, which then contradicts intrinsic motivation. Common extrinsic motivations are environment, family and teacher.

##### **a. Environment**

Harmer (2007:52) explained that outside any classroom there are attitudes to language learning and the English language in particular, whether the learning of English is important or not to be considered in the society. In a school situation, whether the language in particular, whether the learning of English language learning is part of the curriculum from high or low status, and how the cultural images associated with English, which it can be positive or negative. From those statements above, writer concluded that everything outside class will influence students` motivation to learn. Students` environment effects their confidence and attitude in study.

b. Family

Students' attitude to language learning will be greatly affected by the influence of people around them either role of parents or older siblings will be very important. Support from people around students especially family will motivate them to reach higher value in class. Students may feel more challenged to prove their ability.

c. Teacher

Teacher as a person who delivers knowledge to students should be able to be motivator who can stimulate and support their students to learn. As Ur (2009-277) said “Most good teachers seem to accept that it is their responsibility to motivate learners, and invest quite a lot of effort in doing so.” It means that good teacher will try some efforts to motivate their students to achieve to objective of study. Teacher is not only a person teach and transfer the knowledge to the students, but also as a motivator who can motivate their students in learning activity.

## 2. Intrinsic Motivation

Ryan and Deci (2000:2) state “Intrinsic motivation has emerged as an important phenomena for educator a natural wellspring catalyzed or undermined by parent and teacher practices.” In the other words, intrinsic motivation is that come from inside of the individual. Intrinsic motivation refers motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure.

### 2.1.3 Function of Motivation

Motivation has some functions in individual activities. Djamarah (2008: 157) divided it into three functions. First function is motivation as an encouragement. It means that motivation effects what attitude that should be taken by student in helping them to satisfy their need and courage. The second function is motivation as an activator. Psychologist encouragement products students' attitude in learning then that attitude will bear psychologist movement or action. So, if the students have motivation on themselves, they will do or act as reflection of their motivation.

The third function is motivation as a director. Students that have motivation usually can select which one of the actions should be done and should be left. Everything that helps them to achieve their goals will be done and everything that bothers them will be avoided. So, motivation helps to direct them to true action. Based on the explanation of functions of motivation, we can see that the functions are related to each other. First, motivation impulses student to achieve their goals. Then, from that encouragement, they will do some actions to achieve their goals.

and finally, from some actions that they will face, they will select whatever action that will help them to get their purposes.

#### **2.1.4 Definition of Reading Comprehension**

Reading is useful for students because the more they read, the more they will get understanding about something. Furthermore, reading can increase students' vocabulary when they spell or write something. Harmer (2001:99) states that real readers do something with what they read. So, students think reading is important when they use reading to achieve the goal important to them, to achieve a purpose of text and to answer questions they want to answer. In short, they are motivated to read when reading empowers or enriches them. Reading text contains language components, from reading text, the readers can learn not only to comprehend the text to answer the questions, but also expand their grammar knowledge, vocabulary and so on.

From the definitions above, the writer assumes reading is an activity that the reader does to get information and writer's idea from textual sources. Reading is not only looking at words in the form of graphic symbols but also getting memorizing from word to word or line to line to understand what we read. It means that reading is the process to understand the text content and to get information meaningfully.

#### **2.2.1 Purposes of Reading Comprehension**

According to McDonough and Shaw (1993:102) as quoted from William; classify the purposes of reading into three purposes. First, people read to get the general information. Second, people read to get the specific information. Third, people read to get pleasure or interest, although it is for enjoyment, it is still purposeful.

McDonough and Shaw also stated as they quoted from Rivers and Temperley (2003:103) that the specific purpose in reading are:

1. to get the information about a topic that students need, such as books, encyclopedia, etc.
2. to get the instruction on how to do something, such as instruction of electric devices.
3. to keep in touch with friends such as letters and email.
4. to know when or where something will take place or what is available, such as time table, schedule, etc.
5. to know what is happening or has happened, such as newspaper or magazine.
6. to get pleasure.

Those purposes are the reason why students usually want to read. In other hand, Murcia (2001:187) also stated that there are some other specific reading purposes for the students in academic setting, they are; to search information, to learn new information, to synthesize and evaluate the information and for general comprehension. Based on the description, the writer considers that there are two general reading purposes. First, is to get the information whether it is general or specific information. Second, people read only for pleasure, because he or she likes the reading activity.

### **2.2.2. Type of Reading Comprehension**

There are so many types in reading techniques. Grellet (1999:4) states that proposes the way of reading, he defines the strategies of reading into several points, and they are skimming, scanning, intensive and extensive.

1. Skimming

In skimming, readers are reading rapidly over a text in order to get main point. In other word, skimming is a process of over viewing the general concept of the material; it can be started by selecting sub chapter move to larger content material. Skimming permits reader to preview the text to get the scheme of a text to read word by word.

## 2. Scanning

Grellet (1999:4) states that scanning is quickly scanning through a text to find a specific word, numbers, and steps. The concept of scanning can be defined in this way, in scanning the eye glances over the material for a specifics purpose.

## 3. Intensive

Seems to be stigmatized by some researcher as a boring style of reading, because the readers need to find the details of the information required. Intensive reading usually read at the slower speed, the aim of intensive is to read shorter texts and to extract specific information.

## 4. Extensive

Grellet (1999:4) states that extensive reading is to read a longer passage, the aim of extensive reading usually for one's enjoyment.

This extensive reading also called as a fluency activity and it include an overall meaning from the passage. Extensive reading means to read abundantly, and fluently. The purpose of this strategy is for pleasure, and the primary goal in extensive reading is reading books after books like reading novel, short stories, and articles. According to those reading strategies the writer sums up the four points of



reading strategies as follows: skimming, scanning, intensive, and extensive.

### **2.2.3 Factors Influence Reading Comprehension**

Alderson, J.C. (2000 32) explains many factors which influence reading that he classified into two elements, namely reader or factors from inside and text or factors from outside.

The first factor is inside factors cover; linguistic competence, interest and motivation. In linguistic competence, there are phonological system, semantic knowledge, and syntactic system. Phonological system is knowledge of how reader blended to create words. Semantic knowledge refers to reader's knowledge about word meanings. Syntactic system refers to the orderly arrangement among words in sentences. Most of people who read based on their interest usually are better than people who do not read based on their interest or forcefully. Role of motivation is almost same with interest in influencing reading comprehension. If reader has high motivation to read, it is easier for him/her to understand the text, because motivation is in the reader self, therefore he/she is motivated by him/herself to get the idea and point of reading.

External factors include, message, genre and type of text. The first factor that comes from outside is message. It can influence one's understanding from frequency and abstracting of word. The frequency of word which is seldom seen makes reader gets difficulty to comprehend and for abstracting of word, the reader gets difficulty in selecting the meaning of abstract words. Beside word, longer sentences and more complex sentences tend to appear in passage that people may be have difficulty understanding. Next factor are the genre and type of text. Some



people do read because the genre and type of the text. They feel enjoyable when they read what they like. Everyone has their favorite genre of text. Genre or type that they interested in usually makes them easier in understanding the text than the genre they not interested in. All statements above state that reading is influenced by readers' prior knowledge, renders' interest and motivation, readers' competences in language itself, and performance of text.

### **2.2.3.1 Reading Motivation**

Reading motivation has some functions in individual activities David Rossel (1976:26) states that motivation is one of essential to read. It is because motivation determines the readers specific reading set, shaping his particular reading purposes and influencing the processes he/she will use, the meaning be will gain, and the type of reaction he will make to that meaning: Grambell et al (1995-14) said that reading motivation is defined by an individual's self-concept and the valor the individual places on reading. It means that reading motivation that is owned by everyone concern on how they consider themselves as a reader and how many values of reading for themselves. Sweet and Guthrie (2008:223) added that motivation for reading has two types. First type is intrinsic motivation for reading that involves personal involvement, interest, curiosity, desire to learn, challenge and social interaction and the second type is extrinsic motivation for reading that included of compliance, recognition, grades, competition and avoidance of the other tasks.

Mori (2004:14) defined reading motivation more specific. It is reading motivation in a Foreign Language. She takes from Guthrie's reading motivation theory and Gardner's integrative motivation theory. She mentioned there are four

elements of reading motivation in foreign language, namely intrinsic value of reading, extrinsic utility of reading, importance of reading and reading efficacy.

1. Intrinsic value of reading: it covers achievement goal orientation achievement values.
2. Extrinsic utility of reading: it covers three aspects are separated from one another in that reading competition is concerned with an individual's attempt to outperform others in reading, reading recognition is related with tangible forms of recognition such as teacher or peer approval, and reading for grades is associated mainly with the teacher's evaluation of learners' reading performance.
3. Importance of reading: it is attainment values of reading that has by reader or students' perceived importance of engaging in a task.
4. Reading efficacy: it is a belief or expectancy about reader competence for success in reading. It is as an individual's evaluation of their capacity to organize and execute courses of action.

In other word, reading motivation is the motivational that drive to read, an area of interest in the field of education and the processes to put more effort on reading activities.

#### **2.2.3.2 Reading Comprehension**

Reading is important not only in our daily life but also in academic life. In Indonesia, English has been taught as one of the compulsory subjects for students from the junior high school up to the senior high school. Reading also becomes the main aim of language teaching. The purposes are to enable students to read and understand the text materials correctly. Then it is essential to read in the right way

in order to understand the target language. Therefore, if students want to be mature and also becomes effective reader that can understand the content of the reading text, the student should have skill and will. The will to read can be defined as a motivation and the skill means reading skill

According to Snow (2002:13), reading comprehension is process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Reading consists of three elements the reader, the text, and the activity or the purpose of reading. It is important for students to have the purpose of reading to make them have willingness to read and to know what they want to get from their reading. As reader, students are required not only read but also connect the new information they get from the reading text or sources to their knowledge. Thus, the students can get and extract information from the reading text. So that, they can gain, understand, sort and choose the information from the source of the reading text they have already read.

In reading comprehension, the students more or less understand what they read: the more students read text, the better they get it. Another definition comes from Blachowic (2008), who defines reading comprehension is making sense of what is read. It means the students who have good background knowledge in reading itself will be able to understand and comprehend what they read in the text. Reading also gives positive impact on several aspects, one of them is improving student's vocabulary mastery. It is because when they read, they will get new vocabulary. Furthermore, they try to remember and understand the word meaning.

Reading text provides opportunities to study language not only vocabulary but also grammar, punctuation, and the way to construct a sentence, paragraph and

text. According to Wynne (2008:68-69), reading comprehension is constructing meaning. Reading comprehension is a strategic process by which the readers construct meaning to a text by using the clues, in the text and their own prior knowledge. In addition, reading comprehension is a must to become a good reader. The students' degree of comprehension can be determined from their response during answering the test.

Reading comprehension constructed as textual meaning, textual reference, general into and specific into. The researcher concluded that reading comprehension is the readers way to understand how the text, reference, or meaning then, the reader also can conclude the reading with his/her own statement or opinion. In summary, reading comprehension is how the reader understand and interpret the meaning of the reading text. Therefore, reading comprehension affects reading achievement because reader`s comprehension the text will increase or decrease reader`s achievement in reading. Reading is important skill taught in schools.

Brown (2004: 187-188) also states that aside from attending to genres of text, the skill and strategies for accomplishing reading emerge as a crucial consideration. The micro and macro skill below represent the spectrum of possibilities for objectives in the assessment of reading comprehension.

a. Micro Skills of Reading Comprehension

There are seven micro skills in reading comprehension as follows:

1. Discriminate among the distinctive graphemes and orthographic patterns of English.
2. Retain chunks of language of different lengths in short-term memory.

3. Process writing at an efficient rate of speed to suit the purpose.
  4. Recognize a core of words, and interpret word order patterns and their significance.
  5. Recognize grammatical word classes (nouns, verbs, etc.), system (e.g., tense, agreement, and pluralization), patterns, rules, and elliptical forms.
  6. Recognize that a particular meaning may be expressed in different grammatical.
  7. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.
- b. Macro Skills of Reading Comprehension

Macro skills also have seven ways in reading comprehension. They are:

1. Recognize the rhetorical forms of written discourse and their significance for interpretation.
2. Recognize the communicative functions of written text, according to form and purpose.
3. Infer context that is not explicit by using background knowledge.
4. From described events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
5. Distinguish culturally specific references and interpret them in a context of appropriate cultural schemata.

Brown (2004:188) mentions principles strategies for reading comprehension as follows:

1. Identify your purpose in reading text.

2. Apply spelling rules and conventions for bottom-up decoding
3. Use lexical analysis (prefixes, roots, suffixes, etc.) to determine meaning.
4. Guess at meaning (of words, idioms, etc.) when you are not certain.
5. Skim the text for the gist and for main ideas.
6. Scan the text for specific information (names, dates, key words).
7. Use silent reading techniques for rapid processing.
8. Use marginal notes, outlines, charts, or semantic maps for understanding and retaining information.
9. Distinguish between literal and implied meanings.
10. Capitalize on discourse markers to process relationships.

Reading comprehension is not an easy process. It requires a number of basic abilities. There are some factors that influence the development of comprehension.

#### **2.1.5 The Correlation between Motivation and Reading Comprehension**

As what explained before that motivation is an important factor in learning process. Motivation in reading, especially for the students became the factor of how many information and comprehension student will get after he or she read a text. Guthrie and Wigfield (1997:420) say that motivation in reading is an important contribution for students to achieve reading and academic success.

The students with high motivation in reading will prefer to read more books, ask many questions to teacher, do exercises, explore themselves to English language using, trying to use their English skill to communicate with others, or happily engage in the process of teaching and learning process. It means that students



building motivation in themselves. It is important for students to improve one step in developing students who will turn as a reader.

Every student can read but not all of the students can get information or knowledge from the content of text. It is caused by less motivation especially extrinsic motivation in reading comprehension. To make the students successful in comprehending to reading English text, they need motivation. Although, intrinsic motivation that has owned by the students, they must have extrinsic motivation from the teacher or other person also.

According to Saddhono and Slamet, (2012:91) in Guthrie, et al (2007:310) state that “reading comprehension would be more effectively if it is being supported by motivation.” But, the teacher must choose the good motivation that meets student's need. Therefore, motivation and reading have correlation with each other. This aspect will be explained more deeply in chapter IV after the researcher collecting the data.

## **2.2 Empirical Review**

Empirical review is the way to reviewing other studies from other researcher to know the strengths and also the weakness of those study which similar with the presents study. Thus, by knowing it, the researcher can make a better research than previous research in student motivation and reading comprehension. There are some researchers that have done the research about student motivation and reading comprehension. The researchers as follow:

The first study was conducted by Mohammad Khoiral Manan (2017) in his study entitled “The Correlation Between Students' Motivation in Reading English Text Books and Their Achievement in Reading Comprehension.” This research



focused on the correlation between students' motivation in reading English text books and their achievement in reading comprehension whether students' motivation influence their achievement in reading comprehension. The result of this research that motivation in reading English text books influenced students' achievement in reading comprehension. The calculation result is about 0.7056 which means that it highly correlated. The second study was conducted by Seli Marsela (2017) in her study entitled “The Correlation Between Rending Motivation and Reading Comprehension Achievement of the Eleventh-Grade Students of SMAN 2 Palembang”. This research tried to find out whether students who have motivation it reading also good in their reading comprehension achievement. The result of this research is reading motivation influenced with reading comprehension. The calculation resalt is about 0.587 which means that is medium correlated.

Based on the relevant of researches above, this research has similarity and different with the both of researchers. The similarities of this research are using descriptive statistical analysis, correlation and regress analysis, and using Product Moment Pearson to analyzing the data. The different of this research are: First, the researcher wants to know whether the students' motivation and their reading comprehension have correlation or not. While, Mohammad's research aimed to know more detail about students' motivation in reading English textbooks. achievement Mohammad's research aimed to know more detail about students' motivation in reading English textbooks and Seli's research aimed to find out the students' reading motivation and reading comprehension achievement. Second, the population of this research was in Junior High School. While, the population of the Muhhamad's research was the students of English Department in academic year

2016/2017 and Seli's research Senior High School (MAN 2 Palembang) Third. used simple random sampling technique. While, the sample of the sample of Muhammad's research was 42 students and Seli's research was 167 students in SMAN 2 Palembang.

### **2.3 Hypothesis**

Based on the theories above, the researcher proposed the hypotheses as follows

Ho: There is no significant positive correlation between student's motivation and reading comprehension of the eight grade students of SMP Widya Sakti Denpasar

Ha: There is significant positive correlation between students' motivation and reading comprehension of the eight grade students of SMP Widya Sakti Denpasar.

