

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading is one of the four skills that has important role beside listening, speaking, and writing in learning English. Pang et al. (2003:60), reading means understanding the text. By reading, the students can improve their knowledge to find out new information and if they often read text they will understanding Furthermore, reading is also important for students, because they it can improve students' skill because they get many new vocabularies and they know how to write those vocabularies which are needed in developing speaking and writing skill. Students in the school will get some textbooks which use to support the teaching and learning process. A textbook must be understood by the students. To understand a textbook, students be supposed to have good reading comprehension.

In addition, Patel and Jain (2008:113) states that reading is an important activity in life which can update students' knowledge. The ability to read a text in many forms will contribute a great advantage in our life such as gaining success in school, university, or other educational institutions. Reading is the act of interpreting printed and written words. Reading requires understanding or comprehending the means of the text. Besides, motivation is a great impact for someone in doing activities well. As a psychological aspect, motivation is not only able to divert someone's behavior, but also able to encourage him to do something, therefore he can let himself bound by a certain activity, as well as reading motivation.

Harmer (2007:98), states that motivation is essential to success. We have to

have motivation if we want to be success if to do something. Motivation means to make somebody willing to feel enthusiastic, interest and committed to something. That is motivation an important contributing factor in language learning because learning will be more effective and efficient if it pushes by motivation. Motivation involves the process that energizes, direct and sustains behavior. In other words, motivation can help the students to get their knowledge, comprehension or skill. Based on Patel and Jain (2008:98) states that reading is an important activity in life which one can update his or her knowledge.

According to Naiman et al, in Ur (1996:275) said 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 do their best for activity in accordance with what the teacher wants the teaching process.

According to Brophy (2004:3), Motivation is a theoretical construct used to explain the initiation, direction, intensity, and persistence of behavior, especially direction - directed behavior". In the classroom context, motivation leads behavior to specific goals. Motivation sets specific goals that people strive for and, thus, influences the choices of students. Student's motivation is used to define the extent to which students instill attention and effort in various activities, especially to achieve their willingness in learning and active learning activities. Motivation affect

how information is processed and how it is processed as it increases the cognitive processing process and, thus, motivated students get more inclined to understand and examine material than to observe learning movements just superficially. Students who have good motivation will study hard to get good achievements.

Motivation of students and reading skill are both important factors which help to encourage success and life-long learning for students. Motivation means to make somebody willing to feel enthusiastic, interest, and committed to something. That is why, motivation is an important contributing factor in language learning because learning will be more effective and efficient if it is pushed by the motivation. It is also supported by Santrock (2008:483) who states that motivation involves the process that energize, direct and sustain behavior. Motivation is an important contributing factor in language learning because learning activity will be more effective and efficient if it is pushed by motivation. In other words, motivation can be used by students to achieve the knowledge, comprehension, or skill.

Reading Comprehension means how well people are able to understand the text and also get the meaning and information in a reading text. In getting clear information and avoiding misunderstanding, it is important to comprehend the reading text well. Brassell and Rasinski (2008:18) state reading comprehension is the ability to take information from written text and do something with it in a way that demonstrates knowledge or understanding of that information. Students develop this reading or representation of the text meaning during the reading process. It means that readers must understand the meaning of a paragraph from reading, because the reading ability is not only reading aloud but also understanding what the reader reads. Most people are able to read well but some of them may not be

able to exactly comprehend the text they read. Therefore, reading comprehension is an important skill that should be mastered by students. Snow (2002:11), comprehension is a process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It means that the readers can construct the meaning of the written text, and to do this the students must have strategies in reading to understand easily the content of the meaning text. There are three in comprehended, and the activity in which comprehension is a part of the reading comprehension.

Research was conducted by Putri (2021) entitled “The Correlation Between Motivation and Reading Comprehension of The Eleventh Grade Students of SMAN 8 Denpasar”. Motivation and Reading Comprehension that motivation can help students and make them improve rapidly when students learn reading comprehension and can have an impact on the learning process. Highly motivated students will have better result of their learning than the low motivated students. The objective of her research was to find out whether there is a significant correlation between motivation and reading comprehension of the eleventh-grade students. The result of the study showed that there was a significant correlation between motivation and reading comprehension.

In accordance with the explanation above, the previous theories about students' motivation and reading comprehension have convinced the researcher that motivation can help students and make their curious increase when students learn reading comprehension and it can give an impact on the learning process. Moreover, based on the background above, the researcher is curious about the significant correlation between students' motivation and their reading comprehension

especially in reading narrative text. Therefore, the researcher interested to conduct research entitled “The Correlation Between Motivation and Reading Comprehension of The Eighth Grade Students of SMPN 4 Sukawati 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 research was 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 and reading comprehension of the eighth-grade students of SMPN 4 Sukawati in academic year 2022/2023?

1.3 Objective of the Study

Generally, every research has its own objective. Objective of 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 could help the research 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. Moreover, the objective of the study should be in line with the background. This present investigation is intended to answer the

research problem that has been previously formulated and determined. Thus, this present study is designed to identify if there is a significant correlation between motivation and reading comprehension of the eighth-grade students of SMPN 4 Sukawati in academic year 2022/2023.

1.4 Limitation of the Study

The limitation of the study is very important to make discussion about the research problem more specific and avoid a broad discussion. Motivation and reading comprehension are broad and complex study under investigation of this correlational study. Motivation and reading comprehension are two variables that are going to be investigated in this present research. Based on the problem identified above, the researcher intends to investigate the significant correlation between the two variables, motivation and reading comprehension. To avoid overlapping and confusion of the reader, the researcher limits the study only on finding the significant correlation between students' motivation and reading comprehension.

This present research was administered for the eighth-grade students of SMPN 4 Sukawati in academic year 2022/2023. The researcher also limits the reading passage only on the material that they already learnt such as; descriptive text especially in describing people and animals which consists of an identification, descriptions, and conclusion. On the other side, students' motivation toward learning English will be assessed through questionnaire by using questionnaire kind of research was trying to figure out whether there is significant correlation between motivation and reading comprehension of the eighth-grade students of SMPN 4 Sukawati 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 for achievement, high aspiration, goal orientation, perseverance, tolerance of ambiguity. Furthermore, reading comprehension aspects that are focused in the present study were identifying general information, specific information, textual reference, and textual meaning. The researcher also limits the reading passage only on the material that they already learnt such as; descriptive text especially in describing people and animals which consists of an identification, descriptions, and conclusion. Those aspects that the researcher wanted to score in this present study.

1.5 Significance of the Study

A scientific investigation is conducted to produce such findings which can be used properly as broad as possible. Moreover, this research was concerned on finding the significance correlation between motivation and reading comprehension of the eighth-grade students of SMPN 4 Sukawati in academic year 2022/2023. In this present study, the results were highly expected to provide meaningful and significant outcome of a research findings. In addition, this research was expected to have more advantages in term of theoretical as well as practical significant. Therefore, the findings of this research should be significant and should be both theoretical and practical important as follows.

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

especially in descriptive text. In addition, the findings of the presents study can disclose further areas of research so that they could be used by another researcher.

Practically, the findings of the presents study are meant to provide educational beneficial to students, teacher and other researcher. For students, the outcome of this study was expected to give information of the eighth-grade students reading comprehension as well as motivation toward learning English. For the teachers the result of this study was intended as informative feedback regarding to the students' motivation towards their reading comprehension of the eighth-grade students of SMPN 4 Sukawati in academic year 2022/2023. Finally for the other researchers, the research findings are hoped to be used as additional reference of correlational study specially to investigate the correlation between motivation and reading comprehension. This finding was also to find the weakness in order to enhance further researches.

1.6 Definition of Key Terms

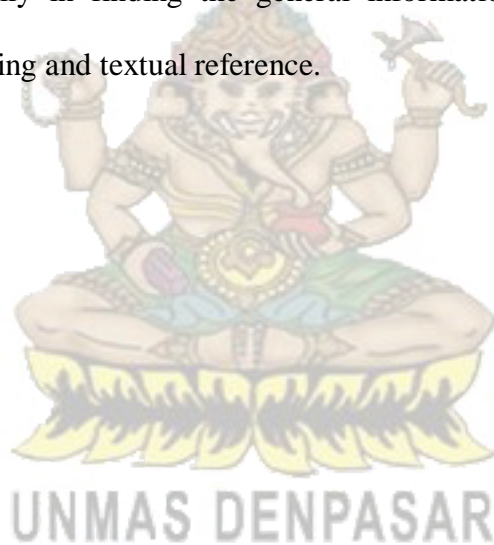
Key terms are important to be defined in order to give clear understanding of the topic. In the present study, the research has several key terms that are related in the research. They key terms were based on the research variables on the present study. Moreover, the focus of this study was to find out the correlation between motivation and reading comprehension of the eighth-grade students of SMPN 4 Sukawati in academic year 2022/2023. Thus, the key terms in this present study were motivation and reading comprehension. To avoid misunderstanding and confusion of the parts of the re concerning the key terms significantly used in the context of the present study, the research needs to operationally define the follows:

1. Motivation

In this study, motivation can be defined as the factors that continually contributed and committed to attain the goal of the eighth-grade students of SMPN4 Sukawati in academic year 2022/2023. The aspects of the factors are positive task orientation, ego involvement, need for achievement, high aspiration, goal orientation, perseverance and tolerance of ambiguity

2. Reading Comprehension

Reading Comprehension is the ability of the eighth-grade students of SMPN 4 Sukawati in academic year 2022/2023, comprehending reading text, especially in finding the general information, specific information, textual meaning and textual reference.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theory is defined as a set of interrelated concepts that presents a systematic view by relations for the purpose of explaining and predicting the phenomena. Theoretical review is a review of theories that are related to conducted study. This is used to support and built the study to be firmer and more based on fact. This present study needs to be supported by theories which have already been given by the experts. There are several sources from several literatures that are related and support this present study. This present study is conducted based on same theories that are stated in form of some theoretical framework such as 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 Motivation

According to Brown (2001:72), motivation is an inner drive or stimulus, which can be like self-esteem, be global, a situational, or task oriented. Motivation is the extent to which you make choices about goals to pursue and the effort you will devote to that pursuit. Learning a foreign language requires some of all these levels of motivation. For example, a learner may process high global motivation but low task motivation to perform well in the written mode of the language. He also states that success in any task is due simply to the fact that someone is motivated. It is easy, to claim that in the second language learning, a learner will be successful if they

have high motivation. Motivation has been a central construct in both educational and psychological research and plays a significant role in several theories of human development and learning.

Skinner as cited in Halakesi (2019), states that motivation in school icing involves arousing, persisting, sustaining, and directing desirable behavior. Then it can be said that student know what their goals are then consciously they do efforts till they achieve goals. The purpose of motivation is to awaken and keep desirability in doing activities toward goal till it is achieved. Motivation is also can be said as a drive when someone is in an unwell condition. If the students have good motivation in learning English, they will try achieve that the goal. Motivation is part of human conditioning and it is possible to affect the motivational levels. Halakeri (2019), states that motivation in something that moves the person to action, and continues him in the course of action already initiated. This is good news, because it can empower someone to achieve the dream. So that it can raise the motivational levels.

According to Nicholson (2007: 22), there are some characteristics of student motivation, they are interest in learning, participation, focus of the work activities in classroom, and enthusiasm doing task. It means that, the students who have high motivation, they always enjoy in learning. When the teachers give task, they will enthusiasm and focus to do task. They will be diligent in doing task and homework. The students who have high motivation will be more focus and serious in learning without getting bored when their teacher gives them a task regularly. If the teacher gives task at school, the students will seriously. They will not make noisy it can make their friend feel uncomfortable.

According to Naiman et al. (1978) as cited in Ur (1996:275), a motivation

person is the one who willing in learning 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 do their best for activity in accordance with what the teacher wants the teaching process.

Even though it is important, but motivation is not the only factor on the successful of learning activity. Domyei (2001:11), states that motivation has a significant role in learning process. Students who have higher motivation will get better opportunity to succeed in their learning activity than the lower one. Motivation is necessary but not a sufficient condition for learning. If a person is not motivated, he or she will not expand the psychological energy to acquire responses. He or she will avoid learning situations that will produce the desired changes. Even though motivation holds an important role in learning activities, it is not the most important one because teaching learning process will still happens even though with low motivation. It will only decrease learning achievement.

According to Brophy (2004:3), that motivation in theoretical construct used to explain the initiation, direction, city and persistence of behavior, especially good, directed behavior. Type of motivation as the question of why the individual is studying the language refers to the goal. Many reasons could be listed to be able to speak with members of that language community, to get a job, so improve, one's education, to be able to travel, to please their parents, to satisfy, a language

requirement, to gain social power, etc. It may even be that there are as many reasons for studying a second language as there are individuals. The effort and the learning achievement depend on the level of the students' motivation. Highly motivated students will have better result of their learning than the low motivated students.

Another expert also states that the word motivation is derived from the Latin verb *mere* that has meaning to me (Halakeri, 2019). Baed on Dornyei and Ushioda, (2011) states what moves a person to make certain choices, to engage in action, to expend effort and persist in action-such basis questions lie at the heart of motivation theory and research. He also says that motivation is primarily a "" an "effect of learning with the general consensus now being the functional in a cycle of "high motivation- high achievement -high motivation or negative cycle of "low motivation"-low achievement-low motivation. Most people experience of motivation in real life is rather more complex than simply perceiving cause and effect binary states before and after a task or an event.

Motivation is part of human conditioning, and it is possible to affect the motivational levels. Dahin (2019), states that motivation is something that moves the person to action, and continues him in the course of action already initiated. This is good news, because it can empower someone to achieve the dream. So that it can raise the motivational levels. Even though it is important, but motivation is not the only factor on the successful of learning activity. Dornyei (200:110), states that motivation has a significant role in learning process. Students who have higher motivation will get better opportunity to succeed in their learning activity than the lower one. Motivation is necessary but not a sufficient condition for learning. If person is not motivated, her or she will not expand the psychological energy to

acquire responses. He or she will avoid learning situations that will produce the desired changes.

There are two major types of motivation, namely intrinsic and extrinsic motivation. Extrinsic and intrinsic motivation can be treated as stimulation, booster, and action director. Those are the keys of motivation in every activity. Extrinsic motivation refers to garnering extrinsic rewards, such as earning good grades and related contingencies (maintaining eligibility for extracurricular activities, money from parents, prizes from the teacher, etc.) (Brophy, 2004: 99). However intrinsic motivation can be defined as individuals' motivational stimuli are coming from within (Halakeri, 2019). When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards (Ryan and Deci, 2000:56).

Motivation is an essential condition of learning that will make the results of learning optimal. By giving more precise motivation to students, the lesson will be more successful. As an essential condition which can bring someone to a successful and optimal learning, motivation has several characteristics which later can be easier to categorize the characteristics of someone who has motivation. Naiman (1996-275) states that the most successful learners are those who display certain typical characteristics, most of them clearly associate with motivation. He also states that there are seven characteristics of students' motivation. Some of these are:

- a. Positive task orientation. The learner is willing to tackle tasks and challenges and confidence in his or her success.
- b. Ego-involvement. The learner finds it important to succeed in learning in order to maintain and promote his or her own positive self-image.

- c. Need for achievement. The learner has need to achieve, to overcome difficulties and success in what her or she sets out to do.
- d. High aspiration. The learner ambitious, goes for demanding challenges, high proficiency, top grades.
- e. Goal orientation. The learner is very aware of goals of learning, or of specific learning activities and directs his or her efforts toward achieving them.
- f. Perseverance: The learners consistently invest a high-level effort in learning and is not discouraged by setback or apparent lack of progress.
- g. Tolerance of ambiguity: The learners are not disturbed or frustrated by situation involving a temporary lack of understanding or confusing. Her or she can live with this patiently in the confidence that understanding will come later.

Based on theories that have been explained above, the research used the theory from Naiman et al. (1978) as cited in Ur (1991 275) which explains that it is easy to comprehend the motivated learner than unmotivated learner. Motivated learners are students who have a spirit of enthusiasm to follow the learning activities so it makes the teaching learning process easier and more enjoyable. Motivation can be seen in several characteristics. The characteristics of motivated learners are positive task orientation, ego-involvement, need achievement, high inspiration, goal orientation, perseverance, and tolerance of ambiguity. It means that someone's motivation can be seen from visible behavior. The researcher can measure the level of student's motivation from those several aspects. In the present study, all of the aspects of motivation were used in the questionnaire.

2.1.2 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 become an 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.

There are several experts' definition or reading comprehension. According to Nunan (2003), reading is the process of readers combining information fluently from the text and their own background knowledge to develop the meaning. It can be said that in reading activities, the readers can get the information from the reading text that they read, then the information will be processed together with their background knowledge. The outcome of that combining information is the reader's knowledge can be improved. The improvement of their knowledge can be in term of several aspects; namely vocabularies, structure and grammar, cultures, and other things that the readers may get from the reading.

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 should know how to understand or get the meaning of the text. Students who are not really good in recognizing words may get some difficulties in comprehending the text. These students do not have enough opportunities to develop the language skill to become a proficient reader. They are not able to obtain the objective of the study especially in reading comprehension. Pang (2003:14) strengthens that comprehension is the process of deriving meaning from connected text. Reading is not only an activity to read aloud but also knowing the meaning of each word. So, the number of words that are mastered is very influential on the ability to read and understand reading. The more vocabulary understood, the better ability of someone to understand the reading material.

According to McNamara (2007:3), also states that reading is an extraordinary achievement when one considers the numbers of level and components that must be mastered. Students must become more aware of various problems that covering the content area being studied. Students will also think about the specific strategies involved in previewing context materials, or pleasure reading material or pleasure reading material. It is the way how the reader tries to get the messages or the method or the meanings intended by the writer, the reader can get the message, and the writer's meaning sense. A writer expresses his or her thoughts, ideas, and feeling

through the written words. Finally, students read one article of interest and focus on the difference between fact and opinion.

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 Blachowicz (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 students vocabulary mastery. It is because when they read, they will get new vocabulary. Furthermore, they try to remember and understand the word meaning. They are not only expecting to read in good pronunciation but they also have to construct and find the meaning through interaction and involvement with written language. Reading comprehension was the ability in understanding written texts. When the relationship between paragraphs already understood, the readers will get the meaning of the text.

According to Harmer (2007:99), reading is crucial because of two main reasons. First, it is beneficial to the students' personal life. Reading English texts may have a positive impact on students. It is beneficial to their language acquisition for spelling and vocabulary knowledge. Through reading, students develop knowledge, information, concepts, and attitudes. Moreover, students get many vocabularies which are needed in other skills if they read a lot. Students also need to comprehend the text during the reading process. They are not only expecting to read in good pronunciation, but they also have to construct and find the meaning through interaction and involvement with written language. Reading

comprehension is the ability in understanding written texts. When the relationship between paragraphs already understood, the readers will get the meaning of the text.

Reading comprehension refers to understanding print text. Readers engage in problem-solving processes that are intentional to understand. This process has a before, during, and after component. Most readers who are explicitly taught reading comprehension skills and strategies tend to learn, develop, and use terms spontaneously (Block & Pressley, 2002:36). In this section, these implementations have their respective objectives. For example, learning to read comprehension means knowing something new. After readers read the text, they will discover new words and vocabulary. Developing means exploring and constructing something related to the words they find.

In reading comprehension, the students should know how to understand or get the meaning of the text. Student who are not really good in recognizing words may get some difficulties in comprehending the text. These students do not have enough opportunities to develop the language skill to become a proficient reader, they are not able to obtain to objective of the study especially in reading comprehension. Pang (2003:14) strengthens that comprehension is the process of should but also knowing the meaning of each word. So, the number of words that are mastered is very influential on the ability to read and understand reading. The more vocabulary understood, the better ability of someone to understand the reading. The more vocabulary understood, the better ability of someone to understand the reading material.

From the definitions above, reading can be regarded as a complex cognitive process that translates or transforms symbol in a written text, through interpretation,

to be meaningful understanding or communication between reader and author. In other word, it is the process of readers combing information fluently from the text and their own background knowledge. Reading also is an active and communicative process. It is also an interactive process done between the reader and the writer to gain comprehension. In other word, it is a process of interaction between the reader and the text writer in understanding and comprehending the text written. In this research, the focus is on general information, specific information, textual reference and textual meaning as the aspects of reading comprehension to assess the task of reading comprehension.

2.2 Empirical Review

Empirical review is the review for showing relevant researches that have been conducted; in which it previews the previews research that relevant with the presentresearch. Empirical evidence can help the researcher avoid unintentional replicationof the previous studies results, and to clarify as well as define the concepts of the study. In conducting this study, the researcher wanted to make a correlation between motivation and reading comprehension. Several researchers have been done relatedto this study which discussed about correlation between motivation and reading comprehension. The related study which was used as references were described inchronological order below.

The first research was conducted by Farisa (2017) entitled "Motivation andtis Relationship with Reading Achievement of the Eighth-Grade student in Junior High School No.6 Aceh. Her research was conducted to for the eighth-grade studentsin Junior High School No. 6 Aceh by using purposive sampling. The research was aimed at investigating whether gender influences extrinsic motivation to read and

to identify whether extrinsic motivation to read affects reading achievement. The result of the study conducted by Farisa (2017) showed there was a high correlation reading motivation and reading achievement. Farisa used questionnaire to collect data for the student's motivation while paper test for the reading achievement. In motivation questionnaire, she already translated the questionnaire from English to Indonesian language which was really good to avoid misunderstanding from students.

In this present study, the strength of the previous study was in its research findings, the finding of the previous research showed that there is a correlation between two variables: those were students' motivation and reading comprehension. However, the researcher using multiple choice when collecting data. In the present study the researcher would like to finding the data by short answer task because according to Brown (2004:206) state multiple choice items are difficult to construct and validate. Multiple choice has a high guessing that make unable to measure effectively. That was why in the present study researcher would collect the data by applying short answer task in order to check students' comprehension in reading because by using short answer task the students could not guessing the answer as in multiple choice, so they needed to understand what they read to get the right answer.

The second research was conducted by Ikhsan (2018), entitle "The Correlation between Student's Motivation and Reading Comprehension of Eighth Grade Students at State Junior High School N4-Muaro Jambi. The objective of study was to find out if there was significant correlation between motivation and reading comprehension of the Eighth-Grade Students at State Junior High School

N4 Muaro Jambi. The objective of her research was to find out whether there is a significant correlation between reading motivation and reading comprehension of the Eighth- Grade Students at State Junior High School N4- Muaro Jambi. The result of study showed that the null hypothesis was rejected and the alternative hypothesis was accepted. In addition this emphasized the purpose of giving more important points. The researcher findings showed that there was strong correlation between students' motivation and reading comprehension.

In addition, this emphasized the purpose of giving more important points. The researcher findings showed that there was strong correlation between students' motivation and reading comprehension. In addition, the strength of the previous study was in it research findings. The finding on previous research showed was strong significant correlation between students' motivation in reading and reading comprehension. The research on the previous study using questionnaire for the instrument to measure students' motivation in reading. However, there was no clear aspect used by the researcher on the previous study. In the present study the researcher made a blue print related with the theoretical review to make enough when making the questionnaire and make the readers feel easier to identify each item on the questionnaire. Based on Naiman et.al. (1978) as cited in Ur, 1991 275) states that there are seven characteristics of students' motivation, so the questionnaire will be based on the theoretical review.

2.3 Hypothesis

According to Singh (2006:54) hypothesis is defined as a tentative solution for the problem. A hypothesis is a prediction of what will be found as the outcome of

a research project and it is typically focused on the relationship between two different variables studied in the research. It is usually based on both theoretical expectations about how things work and already existing scientific. It defines as a hypothesis that there is a relationship between the two variables being studied. It stated that the results were significant in items of supporting the theory being investigated. In this present study: there was significant correlation between motivation and reading comprehension of the eighth-grade students of SMPN 4 Sukawati in academic year 2022/2023.

