

CHAPTER I

INTRODUCTION

1.1 Background of the Study

As one of the language skills, reading plays an important role because reading has become a part of our daily life. Through reading, people are able to gain a lot of knowledge, information, pleasure and problem solutions. Here, the ability to read a text in many forms will contribute a great deal advantage in our life such as gaining success at school. Reading is one of the language skills that play an important role in foreign language acquisition. Reading perceives a written in the text in order to understand the contents and the understanding that result is called reading comprehension (Richard and Renandya, 2002, p. 284).

There are a lot of factors that cause the low reading comprehension achievement. They can come from intrinsic and extrinsic factors. Murniasih (2013, p. 15) in her research found that there are many factors students cannot understand reading comprehension which come from intrinsic are IQ, talent, interest, attitude and aptitude, including motivation. According to the statement, it can be seen that the low interest in reading appears because of the low motivation to read people have. That low motivation to read becomes the main problem of this research.

However, during the reading process, students do not have a shortcut to check the context in which the word is used and students create the context. Therefore, the writer must be able to understand the context in the text he reads, to get the meaning and information contained in the content of the reading. In addition, in this study there is an empirical review that discusses the two previous researchers; both previous researchers used the same variable, namely the

correlation between motivation and reading comprehension. Also, the two previous researchers matched two different instrument data. The first is the motivation questionnaire which is used as a measuring tool to determine students' motivation in learning English. The second is the short answer task which is used to measure students' reading comprehension. So in this study, the researcher used motivation and reading comprehension as the variables.

Motivation is defined as the reasons why you are doing something or the level of desire you have to do something. According to Seymour and Wallsh (2006), motivation is the main element that affects student's reading comprehension. Therefore, motivation is one of the main factors that helps learners to read more effectively. Reading comprehension is one of language skills which is most important for foreign language learners. Reading is needed for everything, obviously in education, just like reading the book or newspaper and magazines. According to Howel (1993), reading comprehension is the act of reader to combine information in passage in prior knowledge in order to meaning. Reading comprehension is a thinking process to understand ideas and terms for particular needs and purposes. There are many factors that influence the students' quality of reading comprehension such as vocabulary, grammar, and motivation to read.

Motivation is a key factor to explaining the succes or failure of any difficult activity. To be succesful in reading, motivation is an important factor. According to Suhag et al. (2016:100) motivation has several effects on the learning and behavior of students: Firstly, motivation leads behavior to specific goals. Motivation sets specific goals that people strive for and, thus, influences the

choices of students. Motivation also increases the effort and energy to determine whether a student will pursue a task that is difficult with enthusiasm or lifeless attitude. Motivation will be an important factor affecting the learning and success of the students by affecting the initiation and continuity of the activities, increasing the time of the students' duties. Motivation affects 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.

To become understood a texts and mastery reading on students must be have motivation because motivation does not comes itself but most achieved through a proceses of reading experience. 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 why, motivation is an important contributing factor in language learning because learning will be more effective and efficient if it pushed 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. Without such motivation we will almost certainly fail to make the necessary effort.

According to the research conducted by Manan (2017) entitled "The Correlation between Student's Motivation in Reading English Text Books and Their Achievement in Reading Comprehension" that was conducted to the fifth-grade students in a mid-Atlantic school was to find out whether there is any significant correlation between student's motivation in reading English text book

and their achievement in reading English. This study tried to find out the level of students motivation in reading English textbooks as mentioned in the research question. The result of his research showed that motivation in reading English text books and student's achievement in reading comprehension is important. To collect the data, Manan used questionnaire given to the respondents of English Language Teaching Department 2016 of Teaching and Training Faculty of Walisongo State Islamic University. The researcher concluded that the correlation between variable X and variable Y had a positive and significant correlation with the score correlation 0,7056 and it was categorized as high correlation.

Motivation is an important contributing factor in language learning because, learning will be more effective and efficient if it is pushed by motivation (Santrock, 2008, p.451). It means that students who have high motivation will try to get new knowledge and skill. In addition, motivation also plays an important role in teaching learning process. Students may face problems in reading comprehension of the text. They need a high motivation in order to keep trying to solve the problem in reading. Motivation is essential to the operation of organizations and classroom activities. The behavior is caused by the certain causes which relate to person's needs and consequences that results from acts. Motivations are expressions of a person's needs. Incentives on the other hand, are external to the person.

In addition, someone who is highly motivated in reading will have better reading comprehension, while someone who has a low motivation will decrease their reading comprehension. According to Robert E. Slavin (2006:317), motivation is one of the critical components of learning. It means that motivation

has important rule in teaching learning process. Motivation is not only important in getting students to engage in academic activities. It is also important in determining how much students will learn from the activities they perform or the information to which they are exposed. Students who are motivated to learn something use higher cognitive process in learning about it and absorb and retain more from it (Driscoll, 2000; Jetton and Alexander, 2001; Pintrick, 2003) in Robert E. Slavin (2006:317). An important task for teacher is planning how they will support students' motivation.

According to the research conducted by Manan (2017) entitled "The Correlation between Student's Motivation in Reading English Text Books and Their Achievement in Reading Comprehension" which was conducted to the fifth grade students in a mid-Atlantic school was to find out whether there is any positive and significant correlation between student's motivation in reading English text book and their achievement in reading English. The result of his research showed that there is a positive correlation between the students' motivation in reading English textbooks and their achievement in reading comprehension.

Another research was conducted by Ikhsan (2018). The title of his research was "The Correlation between Student's Motivation and Reading Comprehension of Eight Grade Students at State Junior High School N 4 Muaro Jambi". The objective of his study was to find out correlation between student's motivation and their reading comprehension of the eighth grade students at state junior high school no 4 Muaro Jambi. The result of his study showed that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. In other

words, there was strong correlation between students' motivation in reading and their reading comprehension.

Based on the description above, the researcher wants to know whether or not there is a correlation between motivation and reading comprehension for the tenth-grade students of SMAN 1 Blahbatuh. Therefore, researchers are interested in concluding a research entitled "The Correlation Between Motivation and Reading Comprehension of the Tenth-Grade Students of SMA Negeri 1 Blahbatuh in Academic Year 2022/2023".

1.2 Research Problem

In connection with the explanation above, motivation and reading comprehension are important things, especially in learning English. The research problem is important to create, because the discussion will be clear and be specific. Furthermore, the researcher is interested in knowing is there any correlation between motivation and reading comprehension of the tenth-grade students of SMA N 1 Blahbatuh in the academic year 2022/2023. Motivation is important to improve the students reading comprehension. The researcher formulated the research problem in form of a research question as follows: is there any significant correlation between motivation and reading comprehension of the tenth-grade students of SMA N 1 Blahbatuh in the academic year 2022/2023?

1.3 Objective of the Study

The research objective is the formulation of a sentence that shows the results, something that will be obtained after the research is completed, also something that will be achieved or handled in a study. By knowing the purpose of the research, it becomes important to describe what results were achieved from the

research. It will help researchers to pay attention to the process of collecting data in research. The implementation of any scientific investigation is of course to answer research questions and find scientific solutions to research problems. Based on the explanation above, the main objective of this research is to find out whether or not there is a correlation between motivation and reading comprehension of the tenth-grade students of SMA Negeri 1 Blahbatuh in the academic year 2022/2023.

1.4 Limitation of the Study

Judging from the fact that motivation and reading comprehension are too broad and complex to be discussed in correlation studies. Researchers should narrow the area to conduct research to be more specific. This study focuses on finding whether there is a relationship between motivation and reading comprehension. This research was conducted to the tenth-grade students of SMA Negeri 1 Blahbatuh in the academic year 2022/2023. The topics discussed must be specific to investigate the problem to be more accurate and correct. For reading comprehension, what is assessed is the ability to identify four aspects of reading, namely general information, specific information, textual references and textual meaning in descriptive text. In addition, this research is limited to reading comprehension, especially describing places. Furthermore, the motivational aspect is focused on positive task orientation, ego-involvement, need or achievement, high inspiration, goal orientation, perseverance, and tolerance of ambiguity.

1.5 Significance of the Study

The main practical consideration which was taken into explanation in the present study is the significance of the research finding. This research was concerned with finding the correlation between motivation and reading comprehension of the tenth grade students of SMA N 1 Blahbatuh in academic year 2022/2023. The result of the study was 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 the present study were 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 was also expected to give a new list of some studies about correlational study which had 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 the correlational study to investigate the correlation between motivation and reading comprehension.

Practically, the results of the present 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 SMA N 1 Blahbatuh. 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 present study were 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 especially in descriptive text. The finding of this research may have some weakness that can be refined by the other researchers in the next research to make it much better.

1.6 Definition of Key Terms

Defining of key term in a study is very important to avoid confusion and misunderstanding. There are several terms that are operationally defined by the researcher in this study. In addition, key terms are some of the typical words used in this study. In this study, the author uses several terms related to the research topic, such as motivation and reading comprehension. To better understand this research, there are several key terms which are operationally explained as follows:

1. Motivation

In this study, motivation can be defined as the factors that continually contributed and committed to attain the goal of the tenth-grade students of SMA N 1 Blahbatuh in academic year 2022/2023. The aspects of the factors were positive task orientation, ego involvement, need for achievement, high aspiration, goal orientation, perseverance and tolerance.

2. Reading Comprehension

Reading comprehension can be defined as the ability of the tenth-grade students of SMA N 1 Blahbatuh in academic year 2022/2023 to comprehend the information or content in descriptive text about ecotourism destinations that the students have learnt at school. The focus of comprehending the text

was to identify general information, specific information, textual meaning, and textual references by using short answer task.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

A scientifically related theoretical review is expected to make a contribution of practical significance and will be carried out on the basis of several relevant theoretical constructs and empirical evidence. A review of related theories is an important part of any research because it allows the reader to understand the basis of the research problem. This study is related to several theoretical reviews which are discussed as follows: motivation and reading comprehension.

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 is an important contributing factor in language learning because learning will be more effective and efficient if it is pushed by motivation. It is supported by Santrock (2008:451) who states that motivation involves the process that energize, direct and sustain behavior. It is defined as a learner's position regarding the goal of learning language. As Sardiman (1994:75) says that in teaching learning process, motivation can be said as the whole of activator power in students self which cause learning activity which guarantee the teaching learning process and give the direction in learning activity, so the aim of learning can be achieved.

According to Slavin (2006:317), motivation is one of the critical components of learning. It means that motivation has important rule in teaching learning process. Motivation is not only important in getting students to engage in academic activities. It is also important in determining how much students will learn from the activities they perform or the information to which they are exposed. Students who are motivated to learn something use higher cognitive process in learning about it and absorb and retain more from it (Driscoll, 2000; Jetton and Alexander, 2001; Pintrick, 2003) in Slavin (2006:317). An important task for teacher is planning how they will support students' motivation.

Harmer (2001:51) suggests that motivation is a state of cognitive arousal that provokes a decision to act as a result of which there is sustained intellectual or physical effort so that the person can achieve some previously set goal. They go on to point out that, the strength of the motivation will depend on how much value the individual places on the outcome she or she wishes to achieve.

Motivation include in good learning process. It means students need motivation to be included as energy or support for their successful learning. Harmer (2001:51) also states that it is accepted for most fields of learning that motivation is essential to success: that we have to want to do something to succeed at it. Without such motivation we will almost certainly fail to make the necessary effort. That means motivation can be as the key for the successful learning. The failure of successful planning process can be caused by there is no motivation. It can be seen that motivation is important in learning process.

In learning activity, motivation is any kind of dimensions plays an important role that the succes of learning activity. Even thought it is imporant, but motivation is not the only factor on the successful of learning activity. Dornyei (2001:1) 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. Harmer (2001:51) states that there are two types of motivation; they are intrinsic and extrinsic motivation. Intrinsic motivation comes from inside. It refers to desire to engage in an activity for no obvious reward except task engagement itself (Decy,1975) in Schunk (2012:386). Extrinsic motivation is motivation which comes from outside. It is caused by any number of outside factors for example, the need to pass the exam, etc.

Motivation is needed by the students to get good result in learning. By giving precise motivation, the lesson will be successful. Motivation as an essential condition which can bring someone to a successful and optimal learning has several characteristic which later can be easier to categorize the characteristics of

someone who has motivation. According to Naiman et al (in Ur 1991:275), states that successful learners are not necessarily those who are highly motivated, but they are those who display certain characteristics , most of them clearly associated with motivation. Some of these are:

- a. Positive task orientation. The learner is willing to tackle tasks and challenges and has 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 or achievement. The learner has a need to achieve, to overcome difficulties and succeed in what he or she sets out to do.
- d. High inspiration. The learner is ambitious, goes for demanding challenges, high proficiency, top grades.
- e. Goal orientation. The learner is very aware of the goals of learning, or of specific learning activities, and directs his or her efforts toward achieving them.
- f. Perseverance. The learner consistently invests a high level of effort in learning, and is not discouraged by setback or aren't lack of progress.
- g. Tolerance of ambiguity. The learner is not disturbed or frustrated by situation involving a temporary lack of understanding or confusion. He or she can live with these patiently, in the confidence that understanding will come later.

Based on the explanation above, motivation is very important to improve the students' reading comprehension. Motivation is not only important in getting students in academic activities. But is also important in determining how much students will learn from the activities they perform or the information to which they are exposed. Students who are motivated to learn something use higher cognitive process in learning about it and absorb and retain more from it. From the motivation the student can understand what is the meaning of a text.

2.1.2 Reading Comprehension

Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency (Alderson, 2000: 2). Comprehension is very important in reading because with comprehension the students can know meaning of the text that they read. Comprehension understands what has been read. Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose. Alderson (2000: 8) states that reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest, text, understanding of text types).

Harmer (2007:99) states that reading is useful for language development. Many students develop their reading skill in purpose either for their careers, study purpose or pleasure. Reading is also a significant source for students to obtain

language input. In reading, the students are more or less understood about what they have read. It means that the more they read, the better they will understand about what they have read. The success of reading activity is often depending on the level of the reading material which is given. Reading comprehension is the process of constructing meaning by coordinating a complex process that includes the word meaning, word, and word reading knowledge and fluency. Therefore, when they read the text, they should also be able to understand the meaning of the text in understanding concepts and ideas which in reading text and capture the information submitted by the author; where they have to catch the reader that the meaning and information while or after reading.

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Pang (2003:15) states that the purpose of reading is closely connected to a person's motivation for reading. It will also affect the way a book is read. We read a dictionary in a different way from the way we read a novel. In the classroom, teachers need to be aware of their students' learning needs, including their motivation for reading and the purpose that reading has in their lives. A reader reads a text to understand its meaning, as well as to put that understanding to use. A person reads a text to learn, to find out information, to be entertained, to reflect or as religious practice.

According to McNamara (2007:3), reading comprehension is an interactive process between the writer and the readers with the expression and reception of meaning as the primary goal of both sides. It is the way how the reader tries to get the messages or the method or the intended meaning from the writer. In this process, the reader tries to create 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. The reader understands of the reading text materials will be affected by the comprehension strategies and techniques.

Linse and Nunan (2005:71) state reading comprehension refers to reading for meaning, understanding and entertainment. Reading comprehension involves high order thinking skills and more complex than specific words. The thing that is needed to be taught to the students is to get the meaning or the information of the text. It can be specific or general information of the text that they have read. Thus, it will prove the students comprehend the text or not. Moreover, teaching the

students about textual reference and textual meaning is also important aspects of reading. Textual meaning can be found by thinking the word which has another meaning based on the content of the text while textual reference can be found based on the pronoun of the text. In conclusion, there are four aspects that should be mastered by the students in reading comprehension. They are general information, specific information, textual meaning and textual reference.

Regarding on the theories, this present study focuses on the theory of Alderson, because the theories showed that the ccomprehension is very important in reading because with comprehension the students can know meaning of the text that they read. Comprehension understands what has been read. Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose.

2.1.3 Descriptive Text

Descriptive text is a text that explains what a person, place, or thing is like, often providing a visual experience through the use of adjectives and adverbs. Descriptive text provides a visual experience through words when describing a character, a place, or an event. An author will generally use adjectives and adverbs to highlight certain characteristics and features. According to Anderson and Anderson (2003:26), descriptive text describes particular person, place, or things. It means that descriptive text is designed specially about a person, a place, or things. They also state that descriptive text is to tell about subject by describing its feature without including personal opinions.

In addition, according to Pardiyono (2007:33), descriptive text gives descriptions from the living or non-living things to the reader. In other words, the text can tell an object that is still alive and not. Moreover, Barbara (2004:142) adds that description gives a significant point of view because it transforms our feeling and extends our experiences. It means that description is telling about something or someone particularly which brings the reader's perception change and spread the reader's knowledge widely words, the text can tell an object that is still alive and not.

Furthermore, according to Oshima and Hogue (2007:196), the generic structure of descriptive text is an introduction, main body, and conclusion. The introduction is telling about the general information of the text or it can be said the identification because it introduces the subjects of the description. And then, the writers write some statements that show about describing the object in the whole paragraph. The main body explaining about the object, for instance, physical appearance, hobby, and characteristic so it can be called description, it gives details characteristic features of the subject. And the last is the conclusion which concludes the paragraph. It can be the summary of the text or paragraph, there are three parts in generic structure which has to be considered such as identification, description and the last is conclusion.

Moreover, Abisamra (2001: 1) has similar opinion about descriptive text. He adds that "descriptive is the text picturing the person, place and thing with clear detail to help the readers visualize an object which is described. According to Mukarto (2007, p.140), descriptive text is a kind of text to describe something.

Writing descriptive means describing something, place or people in order to lead the reader feel writing itself. Descriptive text is text to use to create a clear picture of an idea, place or person. And also, the purpose is to describe and reveal a particular person, place, person, or things. According to Kane (2000:351), a description is about sensory experience, how things, place, or person looks, sounds or tastes. And also, according to Federer (2000:17), a descriptive text gives a clear picture of a person, place, object, event or ideas. The details of descriptive text come from the writer's sense-smell, tastes, touch, hearing, and sight.

To conclude, the theories referred to Federer, Oshima and Hogue theory (2007), descriptive text is a text which describes about persons, place, or things in specific details. The writers describe how something or someone looks or feels. There are three parts in the generic structure of descriptive text those are introduction (identification), main body (description), and the last is conclusion. And in this study, the descriptive text is used for reading comprehension test in the instrument of the study. The students has to answer the questions based on the text given and make it short answer text. Besides that, the answer should fulfill the following aspects or criteria of reading: general information, specific information, textual reference, and textual meaning, and the test must be done in 30 minutes.

Based on the explanation, descriptive text is a text that explains about people, thing, place, and the other. The descriptive text can also describe something, because description gives a significant point of view because it

transforms our feeling and extends our experiences. It means that description is telling about something or someone particularly.

2.2 Empirical Review

Empirical review is a way of obtaining information by making observations based on the results of previous research. Empirical review in research methodology is when the researcher reviews the currently available information and theory regarding the topic and the background of the topic. Empirical review is the review of the relevant researches that have been conducted; in which it reviews the previous research that relevant with the present research. Empirical evidence can help the researcher avoid unintentional replication of 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 related to this study which discussed about correlation between motivation and reading comprehension. The related studies which are used as references are described in chronological order below.

The first research was conducted by Manan (2017). He carried out a research entitled “The Correlation between Student’s Motivation in Reading English Text Books and Their Achievement in Reading Comprehension”. His research was conducted for the fifth grade students in a Walisongo State Islamic school. The objective of his research was to find out whether there is any positive and significant correlation between student’s motivation in reading English text book and their achievement in reading English. The result of his research that

motivation in reading English text books can influenced student's achievement in reading comprehension. The researcher used questionnaires and multiple choice tests to determine students' reading achievement. Less effective because students will be able to guess the answer correctly. The calculation result is about 0.7056 which means that it highly correlated.

The second research was conducted by Ikhsan (2018). He carried out a research the title "The Correlation Between Students Motivation and Reading Comprehension of the Eighth Grade Students at State Junior High School N 4 Muara Jambi". The objective of the study is to see the correlation between students' motivation and reading comprehension of Eighth Grade Students at Junior High School N 4 Muara Jambi, whether there is any correlation between students' motivation and reading comprehension. The researcher used questionnaires and reading comprehension tests based on reading indicators to assess the students' reading comprehension. In the test, the researcher assessed not only students' reading comprehension but also their other skills in English competence. This kind of test is not reliable with the research problem that has been carried out by the researcher. The questionnaire of the result obtained were divided into 3 sub groups of Students Motivation. Based on likert scale there are 10 students or 40% have high motivation, 13 students or 52% have a average motivation, 2 students or 8% students who have low motivation.

The research above gained the same result in findings that whether or not a significant correlation between motivation and reading comprehension and it supports by many theories from the expert. Both researchers found there was a

significant correlation between motivation and reading comprehension. In addition, the two researchers did not use the appropriate test for reading comprehension. The first researcher used questionnaires and multiple choice tests to determine students' reading achievement. Less effective because students will be able to guess the answer correctly. The second researcher used questionnaires and reading comprehension tests based on reading indicators to assess students' reading comprehension. In the test, the researcher assesses not only students' reading comprehension but also their other skills in English competence. This kind of test is not reliable with the research problem that has been carried out by the researcher. Consequently, in this study the researcher used short answer assignments to assess students' reading comprehension. By using short answer assignments, students must know well what they have read because they must construct their answers correctly.

2.3 Hypothesis

According to Singh (2006:54), hypothesis is defined as a tentative solution for the problem. Based on the theories above, the researcher proposed the hypothesis as follow:

Ho: There is no significant correlation between motivation and reading comprehension of the tenth-grade students of SMA Negeri 1 Blahbatuh in academic year 2022/2023.

Ha: There is significant correlation between motivation and reading comprehension of the tenth-grade students of SMA Negeri 1 Blahbatuh in academic year 2022/2023.