

CHAPTER I

INTRODUCTION

1.1. Background of the Study

In English, there are four language skills: speaking, writing, listening, and reading. Speaking and writing are productive abilities, whereas listening and reading are receptive abilities. According to George and Loretta (2008), Reading is a receiving of the message, the activity of problem-solving that builds power and flexibility, and it may be more in practice. It means that students can obtain information from any written language through reading. Reading is a talent that is extremely beneficial in many facets of a student's life. Reading will enable kids to easily comprehend language. Reading enables kids to locate every message in texts. Reading teaches pupils how to think. It is thus an excellent approach to learning about new ideas, facts, and experiences. Reading as a receptive skill is one of the language abilities that everyone should be able to master because the majority of information is in written form. People must read books, notes, manuals, documents, letters, and other materials from time to time in order to learn something new, expand their knowledge, satisfy their interest about something, and get fresh information. Reading is one of the four skills that should be learned since it is extremely vital. Reading is a key ability that serves as the basis for future learning. It implies that if students can not read and are unable to grasp what they read, they may have difficulties in subsequent years when more and more learning resources are offered in English written form.

According to Smith (2004) The term "reading" refers to "interpretation." People read the weather, the status of the tides, people's moods and intents, stock market patterns, animal tracks, maps, signals, symbols, hands, tea leaves, the law, music, mathematics, minds, body language, between the lines, and expressions. It means that the term reading refers to the decoding of any visible indications, such as body motions, cloud movements, and so on. According to Tankersley (2003) reading may be defined as an interactive activity that involves both decoding words and drawing meaning from those words. Reading, according to Urquhart and Weir (2009), is the process of receiving and interpreting information encoded in language form through the medium of print. Based on the statements of those two experts, it is possible to conclude that reading is a process of encoding and decoding words, followed by interpreting any information included in those words.

Everyone reads at a different pace, sometimes quick, sometimes slow. According to Richard and Schmidt (2010), reading speed, also known as rate of reading, is the pace at which a person reads. The speed indicates how many words may be read per minute. According to Noer (2012), reading speed is classified into five categories: low, average, good, exceptional, and amazing. Reading rates were calculated by dividing total words by reading time. According to Nuriadi (2008), "how fast someone reads relies on their motivation, focus, and word recognition." It means that some of motivation will make you want to read anything, it will make your interest in the material, and it will keep you reading in a good mood. Then, concentration aids in gaining attention when reading, as it

assists the reader in staying away from distracting factors while reading. If the readers do not recognize the term, neither of these scenarios will work. When reading, word recognition eliminates the need for readers to spell terms they are acquainted with, which is vital for comprehension. These three parameters should all be met in order to get a satisfactory reading rate.

The quicker readers want to comprehend what they read, the faster they should read. When someone is truly interested in a narrative, they will read it as quick as possible in order to find out how it ends. Some of those interested readers, despite their incredible reading speed, do not fully comprehend the story they read. When they read it again at a slower pace, they notice that the tale is slightly different from the first time they read it; they may discover a story that they missed the first time they read it. Based on the characteristics mentioned above, it is clear that "speed" is insufficient to ensure that the reader comprehends what they read, the reader also need comprehension ability. The reader cannot claim to understand what the text or book contains if they only mention the chapters of the book or some sentences from the text, they must be able to convey the idea of the text or book, or retell it in their own words, provide explanation and examples, and relate it to their real life. Comprehending a text is also known as mastering it. When asked about a text that they have grasped, someone who has comprehended it will never be perplexed.

Reading fluency is a concept that refers to the relationship between reading speed and reading comprehension. According to Grabe (2009), reading fluency is the capacity to read quickly, easily, and accurately, as well as to read with proper expression and phrasing. Automaticity, accuracy, reading speed, and

prosodic structure are the four components of reading fluency. Reading speed, as the third component of reading fluency, is required to increase comprehension across a lengthy book. It means that the reading fluency necessitates reading speed in order to extract text understanding; this might imply that the quicker we read, the greater our comprehension, and vice versa.

Furthermore, according to Tankersley (2003), a fluent reader reads smoothly, employs expressions, and recognizes words fast. They employ decoding skills to swiftly go through the content in order to gain comprehension. It means that students have a strong vocabulary and word recognition abilities, and they can establish connections between what they read and their own prior knowledge. It suggests that fluent readers are quick and accurate. Fluent readers may read quickly because they have high word recognition and do not need to spell word by word. Furthermore, proficient readers may create direct connections between the texts they are reading and their prior knowledge, which allows them to gain comprehension faster, even without revisiting the texts.

Therefore, research conducted by Widiastutik (2022) held a study entitled "The Correlation Between Reading Speed and Students' Reading Comprehension at the Eleventh Grade Students of SMK PGRI 3 Badung In Academic Year 2020/2021". This correlational study aims to find out the correlation between reading speed and students' reading comprehension at the eleventh-grade students of SMK PGRI 3 Badung in academic year 2020/2021. The result of hypothesis testing of this research were r-value is higher than $r_{table} = 0.806 > 0.413$. Then, the result showed if the correlation between reading

speed and students' reading comprehension was significant. It means that alternative hypothesis (H_a) is accepted and null hypothesis (H_0) rejected.

The second, research conducted by Sirait (2020) in the titled "The Effect of Using Speed Reading Technique to the Students' Ability in Comprehending a Text". The method used in this research was quantitative research design. The population of this research is the tenth grade students of SMAN 4 Pematangsiantar academic year of 2019/2020. After the data had been analyzed, the researchers conclude that the effect of speed reading technique on the students' ability in comprehending a text was high. It was found that the value of $t\text{-test} > t\text{-table}$ ($1,96 > 1,67$). It means that the use of speed reading technique on the students' ability in comprehending a text is significant effective.

Pertaining to the theory and the previous research result, the writer was interested to investigate whether there was any correlation between students reading speed and their reading comprehension in writer context, the X grade students at SMA Negeri 10 Denpasar in academic years 2022/2023. The main question of this research is "Is there a significant correlation between students reading speed and their reading comprehension at the X grade students in SMA Negeri 10 Denpasar?"

This research is held to find out if there is a significant correlation between students' reading speed and their comprehension. In this research, the researcher did not examine the deeper causes of what was causing the reading speed and their reading comprehension is low or high. This research just focuses on the correlation between students reading speed and their reading comprehension of

the students. This research is conducted in SMA Negeri 10 Denpasar tenth grade students in academic year 2022/2023.

1.2. Research Problem

In this study, the researcher would test the students' reading ability, namely the reading speed. Where in this case students would be tested for their reading speed and reading comprehension skills, and students read and answer questions in the same text. as a result, the researcher was interested in finding out the significant correlation between reading speed and the reading comprehension of senior high school students. Thus, the research question of the present study can be formulated as follows: is there any correlation between reading speed and their reading comprehension of the tenth-grade students of SMA Negeri 10 Denpasar in the academic year 2022/2023?

1.3. Objective of the Study

The 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 helped 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. The objective of the study was to figure out whether there is any correlation between reading speed and their reading comprehension of the tenth grade students of SMA Negeri 10 Denpasar in academic year 2022/2023.

1.4. Limitation of the Study

Recognizing that reading speed and reading comprehension were too wide and complicated to be addressed in a correlational research. The researcher needed to narrow down the scope of the investigation, so he imposed a constraint on his research. The problem's limits in this study were the text that would be utilized and the number of words in the text. To minimize overlapping and confusing the reader, the study concentrated on determining the relationship between reading speed and reading comprehension. There are several text types that may be read, including narrative, exposition, description, parody, anecdote, and many others. The researcher picked a descriptive text from among those writings. This present study was administered for the tenth grade students of SMA Negeri 10 Denpasar in academic year 2022/2023.

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 reading speed and their reading comprehension of the tenth grade students of SMA Negeri 10 Denpasar 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 reading speed and their reading comprehension. The result of

this research also were expected to give a new list of some study 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 reading speed 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 Negeri 10 Denpasar. 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 reading speed 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 reading speed and their 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 study was to find out the correlation between reading speed and their reading comprehension of the tenth grade students of SMA Negeri 10 Denpasar in academic year 2022/2023. Thus, the key terms in this present study was reading speed and reading comprehension. In order to avoid misunderstanding and confusion on the parts of the readers concerning the

key terms significantly used in the context of the present study, the researcher needs to operationally define the following terms :

1.6.1 Reading Speed

In this present study reading speed refers to the fluency demands reading speed to extract understanding of the text, this may indicate that the faster we read, the better our understanding.

1.6.2 Reading Comprehension

Reading comprehension it is means this shows that advanced readers can read quickly because they have good word recognition and do not need to spell every word. Then, advanced readers can establish a direct connection between the content they read and their past knowledge, helping them understand faster without having to reread the text. Actually, reading speed is a must for imagery and active understanding. Speed Reading, we know that teaches the simply mechanical component of reading to become as efficient as possible.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2. 1 Theoretical Review

Reading is a crucial ability in language learning for them. According to Taylor et al. (1990), reading processes to obtain information from the source of reading, whereas the brain and eye must concentrate. Reading becomes the major skill that influences other skills in language development. The rate at which a student's eyes and brain interpret and comprehend words is referred to as reading speed (Oh et al., 2012). If a person want to read rapidly, the eye and brain must concentrate on the text (Rayner et al., 2016). According to Wainwright et al. (2007), reading speed is typically used to define how quickly a reader reads a text, and the quantity of words per minute is known. Reading comprehension is the process through which we comprehend the materials we read (Kirby, 2007). Reading comprehension is the ability to read a text and comprehend all of its contents. Every competent reader will understand the last reading. Reading comprehension is a skill that every reader should have. Furthermore, reading comprehension entails comprehending what has been read. According to Van Den Broek & Espin (2012), Reading comprehension is the result of a complex interaction between automatic and strategic cognitive processes that allows the reader to form a mental image of the text. Assessing reading, reading tests are designed to offer feedback on the skills, processes, and knowledge resources that constitute reading ability. Reading tests are used for a variety of objectives. Any good use of reading assessments, on the other hand, begins with a grasp of the

reading construct, awareness of the evolution of reading abilities, and an effort to represent the construct in assessment tasks.

From the definition above, it can be concluded that reading speed and reading comprehension correlate with one another. Reading speed will influence comprehension's students in reading, so reading speed helps the students read and understand the text more quickly.

2.1.1 Reading

Reading is a very important activity performed by humans. Without reading, we will not know what information is happening. Reading skills must be mastered by students, teachers, and other public circles. With the skills of reading, we can also receive information quickly. Therefore, there will be no repetition in reading information that will only be wasting our time. Reading is one of the fundamental language abilities that everyone should have. Reading is the key to knowledge since the majority of knowledge is in written form. Reading, according to Longman (2010), is the process of comprehending the meaning of a written document. When readers read a text, what matters most is not how they read the material, but how well they grasp what is contained inside it.

According to Anderson (1972. as quoted in Tarigan, 2008, p. 8), reading is a process for understanding implicit in the lines. It means reading is a process for understanding the meaning contained in the written word. Frank, Smith (2004, p. 68), reading is the "acquisition of information from the text or, even more specifically, reading is a problem of receiving a particular message or a fact incorporated into the text by author. It can be understood that reading is a forin of communication in which the text was the information conveyed by the writer to

the reader. In short reading is a complex thought process that involves internal and external actors in understanding the content is written, express or implied border to obtain information.

Reading entails word recognition, but the heart of reading is the development of meaning and understanding. Reading, according to Tankersley (2003), is an interactive activity that includes both decoding words and obtaining meaning from those words. In this scenario, reading is studying a text word for word to determine its meaning. According to Grabe (2002), reading is the capacity to derive meaning from the written page and effectively evaluate the information. It indicates that reading is a process of word identification and understanding, and it necessitates the integration of these two processes. When a reader is unable to identify a term in the text, comprehension suffers. The writer's point will not be adequately communicated to the reader.

According Yoakam (1951, as quoted in Ahuja, 2010, p. 50), reading comprehension is read by understanding the reading material involving the association is right between the meaning and symbols word, the assessment context of meaning are suspected to exist, the selection of the correct meaning, organization of ideas when the material is read, safe ideas, and its use in a variety of current or future activities. So, the meaning of comprehension itself is to understand and interpret the word symbols correctly, so that the ideas will appear and be used for various activities.

Reading in the power of reason coaching is an activity undertaken reading person to understand an implied meaning in terms of writing, because it is to understand the meaning of a person must exercise the power of reason in order to

catch the implied meaning in terms of writing. There are several definitions and explanations for reading comprehension. It describes comprehension as the process of readers engaging with and generating meaning from text, including prior knowledge and information provided in the text. According to Koda (2009), comprehension happens when the reader extracts and integrates information from the text and combines it with what is previously understood.

At the same time, According to Treiman (2017) argues that many instructors, textbook writers, and language test developers believe reading is made up of several abilities and components. Reading skills can aid in the development of other language abilities such as writing, speaking, and listening. Sulaiman and Harpiansi (2018) believe that reading is beneficial for language learning since it allows pupils to grasp what they read more or less. Reading is thus one of the skills that an English student should master. Reading passages provide learners with some information. According to Garner (2001), "reading is the process of building meaning through the dynamic interplay between: (1) the reader's current knowledge, (2) the information suggested by the text being read, and (3) the context (purpose) of the reading situation." In essence, reading is an activity that involves learning new information from many sources.

Based on the description above, it is reasonable to infer that reading is an interactive activity that requires the capacity to draw meaning by examining word by word in the text and then extracting the information as closely as possible the writer puts into it.

2.1.2 Reading Speed

Reading speed is understood as the speed of understanding the materials printed and written. According to Nani (2006, p. 78) Speed reading is more priority reading speed and reading comprehension should not be ignored. If someone wants reading quickly, then it must be adjusted the place so that the objectives and aspects of reading is reached. According to Wehmeier (2000) Reading speed is made up of two words: "reading" and "speed." As previously said, "reading" is an interactive activity that requires the capacity to draw meaning by examining word by word in the text, then extracting the information as nearly as possible from the writer's input. The term "speed" can refer to the rate at which something occurs or is completed. If we put it all together, reading speed may be defined as the rate at which someone reads a text. According to Richard (2010), reading speed often known as rate of reading, refers to the pace at which readers read a text, or the rate at which a person reads. Then, according to Siregar (2017), rapid reading is a more important reading speed, and reading comprehension should not be overlooked. Reading speed without comprehension is meaningless. Reading speed is a reader's capacity to carry out their reading abilities since they had to know when to speed up and when to slow down.

According to Frank (1994) "Wood's speed reading approach might help you improve your reading speed and comprehension. The technology was discovered in 1958, but it was not made available to the general public until 1959". It is mean that reading speed is the amount of words that can be read in a minute, as well as the application of reading methods to extract information from a book in the most efficient way possible. The speed reading technique is

adaptable since it is utilized in all languages, not only English. This method is often taught in Indonesia in Bahasa Indonesia. According to Nuriadi (2008), speed reading is a technique used to assess a person's skill and speed when reading or comprehending a text. In other words, the speed reading approach attempts to improve, then balance, the reader's speed reading and understanding. The strategy is intended to improve reading speed as well as understanding. According to Soedarso (2004), in order to acquire a good reading speed, the reader must avoid undesirable habits such as head movement, lips movement, subvocalizing, and regressing, as well as attend to some division, which is also a sign support to be a fast reader. Reading speed may be gained when readers read silently with little head movement; nevertheless, readers' focus may be divided if they produce sound and move their heads too much while reading.

According to Konstant (2010), reading speed does not mean reading words quicker than previously. Reading speed is defined as reading a text at a rapid pace while maintaining understanding. Reading speed is concerned with comprehending a book rapidly and precisely in a short period of time. Furthermore, Humaira et al. (2017) said that while speed reading is a higher priority, reading comprehension should not be overlooked. People who develop reading speed finish what they read in reading time and understand the content. According to Fitria et al. (2019), standard effective reading speed must be tailored to the degree and category of education. Everyone's reading speed is different. It is dependent on the age group. According to Widiatmoko et al. (2020), the standard reading speed that is appropriate for all levels is 140 wpm for elementary, 140 to 175 wpm for junior high, 175 to 245 wpm for senior high, 245

to 280 W.P.M for college, and 500 wpm for professionals. It comes to the conclusion that each degree of education has a distinct reading speed capacity.

Moreover, different people may have different reading speeds. Their reading speed test can see it. According to Edwards et al. (2011), reading speed has a level as follows in Table.

Table 2.1.2. Classification reading speed

No	Reader	Speed W.P.M
1	Slow	100-200
2	average	200-300
3	Above Average	300-700
4	Excellent	+700

Based on the explanation above, it is possible to conclude that reading speed is the speed with which a reader reads a text, which is calculated by dividing the time spent by the reader to finish the text by the number of words in the text, and then assigning the result of the calculation to one of the following rates : slow, average, above average, and excellent. Reading speed and comprehension may both be boosted by employing Wood's speed reading approach. The approach teaches readers how to read faster by eliminating negative habits including head movement, lip movement, subvocalizing, and regressing.

2.1.3 Reading Comprehension

Reading comprehension is described as the capacity to "show" an overall grasp of the text by supplying inferential and literal information, drawing inferences, and establishing connections to one's own experience. According to Grellet (2004) defines reading comprehension as "comprehending a written text" or "extracting the necessary information from it as effectively as feasible." For

example, when readers look at a notice board to see if there is an advertisement for a specific type of flat and when carefully reading an article of special interest in a scientific journal, they use different reading strategies to understand the new information contained in the article, demonstrating that the reading purpose has been successfully fulfilled in each case.

According to Nuttal (1952), reading slowly and excessively hinders comprehension of the content. As a result, reading slowly slows comprehension. However, if read quickly, someone will readily grasp what they are reading. There will be repetition, especially if someone reads slowly to a long book, when readers must repeat what they read. Of course, it takes time, and their brains are no longer focused. Reading speed is the speed in understanding the text. While reading comprehension is more focused on the quality of understanding the text.

Everyone has a different level of reading comprehension. So that In the reading comprehension, there is some classification score to know the level of reading comprehension of students. According to Arikunto (2008), the students reading comprehension can be drawn the category as follows on Table.

Table 2.1.3. Classification reading comprehension

No	Comprehension Score	Classification
1	80-100	Very Good
2	66-79	Good
3	56-65	Average
4	40-55	Bad
5	30-39	Very Bad

Based on the explanation above, reading comprehension is the understanding of the written text meaning that occurs when the reader extracts and integrates various information from the text, demonstrates an overall

understanding of the text including the main idea, expressions in context, inference (implied detail), grammatical feature, stated detail, unstated detail, supporting the idea, and vocabulary in context.

2.1.4 Assessing Reading

Improving students' reading involves determining their reading efficiency by measuring their reading speed. It consists of reading section for one minute and counting the number of words they have read. The answer students get is their reading speed per minute (words per minute – wpm). These are steps to follow when calculating students reading speed (adopted by Nowak (2013) :

1. Estimate the total word count on one page. Determine the total words in two lines, then divide them by two. For instance, if there are 38 words in the two lines, words per line are 19.
2. Determine the lines on one page. Multiply them by the total words per line. Thus, if there are 60 lines on a given page, it translates to $60 \times 19 = 1,140$ words on the page.
3. Go ahead and read the whole page. Count the total seconds it takes to complete it.
4. Divide the words per page by the total seconds taken, multiplied by 60. For example, let's say it takes you 5:30 (330 seconds) to read a page. $1.140 \text{ words} / 330 \text{ seconds} \times 60 = 207.2 \text{ WPM}$.

For this test the researcher used a stopwatch to determine the time and uses the formula from Soedarso (2001) as quoted by Rakhmanita (2019) to calculate the results:

$$\text{Reading Speed} : \frac{\text{Words read}}{\text{Reading time in second}} \times 60 = \text{WPM Rate}$$

Steps to accurately measure reading speed and reading comprehension (adopted by Nowak (2013) :

1. As a timer, use a stopwatch or your phone.
2. Choose a reading test
3. Set a timer and start reading.
4. Once you've finished reading, turn off the timer.
5. Take note of how long it takes students to read the text. Use the method above to get their reading speed in WPM.
6. Choose and answer 10 true/false questions to determine their level of comprehension.

For this test the researcher uses the answer key and the formula adopted from Soedarso (2001:18) as quoted in Nurnisa (2018) to calculate the results :

$$\text{Reading Comprehension} : \frac{\text{Number of correct answers}}{\text{Total number of item}} \times 100$$

From the definition above, it can be concluded that reading speed and reading comprehension correlate with one another. Reading speed will influence comprehension's students in reading, so reading speed helps the students read and understand the text more quickly.

2. 2 Empirical Review

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 study which were used as references were described in chronological order below.

The first research was conducted by conducted by Tanjung (2017) entitled, "The Correlation between Students' Reading Speed and Students' Reading Comprehension of 3rd Semester Students of English Department of Stain Gajah Putih Takengon." The purpose of this study was to look at the relationship between students' reading speed and understanding. Tanjung's research found a substantial association between students' reading speed and students' reading comprehension. Tanjung's research consisted of only one class with 33 pupils. The study's technique was quantitative research, with the research results calculated using SPSS. The reading exam was utilized as the data collection tool. Tanjung instructed the students to read as rapidly as they could, and the writer kept track of the time with a stopwatch. Following the completion of their reading, each pupil said "done," and the writer stated the time. The pupils were then instructed to answer ten questions based on the text they had read. Students were not authorized to refer to any passages when answering the questions. They were also not authorized to use the dictionary. The approach utilized to analyze the data is descriptive quantitative. The significance between reading speed and reading comprehension is 0.000 0.05 based on the results. It suggested that there was a considerable relationship between kids' reading speed and understanding.

The data discussion was the research's strength. The researcher utilized simple language to describe how Tanjung examined the data. It made it easy for the next researcher to read and comprehend it. This research had a flaw in addition to its strengths. The researcher was not named, nor was the study tool used to gather data specified.

The second research was Humaria (2017) entitled *The Correlation Between Students' Reading Speed and Their Reading Comprehension of the XII grade students at SMAN 3 Banda Aceh*. This research was aimed to find out if there was a significant correlation between the reading speed of the XII grade students at SMA Negeri 3 Banda Aceh with their reading comprehension. The population for this study were all students of class XII at SMAN 3 Banda Aceh. By using the random sampling, the researcher chose 31 students of class XII MIPA 6 as the sample. The researcher provided a text taken from "3000 BNC Speed Readings for ESL Learners (2013)" compiled by Millet, written at the School of Linguistics and Applied Language Studies at Victoria University of Wellington, New Zealand. The text contains 400 word sections with ten comprehension questions written in the British National Corpus 3000 of the most frequently used English words. The data were collected by using reading speed and reading comprehension test. After the data were collected, the correlation data is processed using product moment formula. The T_{xy} result achieved to 0.74. The result reveals that the r value, 0.74, was higher than the table, 0.355. Referring to the table at significant level 0.05, the result means that there is a significant correlation between students reading speed and their reading comprehension.

The strength of Humaira's study was in data analysis. It was due to the previous researcher's thorough description of how to determine the correlation between two variables. Furthermore, the prior researcher's word was classed as a simple word, making it easy for the reader to grasp their findings. However, no explanation is provided about how the prior researcher gathered the data. The researcher only referenced data collecting in this study once, with no explanation.

Both researchers discovered a substantial association between reading speed and reading comprehension and each has its own shortcomings. Given such empirical evaluations, the researcher was inspired to perform a study to determine the relationship between students' reading speed and reading comprehension. My research differs from earlier studies in that it is merely a sample result. The reason researcher did the existing research was to prove the correlation theory in the school researcher researched. Researcher want to know the evidence, the fact that the sample at this school is SMA Negeri 10 Denpasar. Therefore, the researcher wanted to prove the theory of correlation between reading speed and their reading comprehension in the school that the researcher studied.

2. 3 Hypothesis

According to Singh (2006:54) hypothesis is defined as a tentative solution for the problem. Based on the theoretical and empirical above, the writer formulated the hypothesis of this research: there is a correlation between intrinsic motivation and reading comprehension. The statistical hypothesis is formulated as follows:

1. Alternative Hypothesis (H_a) : there is a significant correlation between motivation and reading comprehension.

2. Null Hypothesis (H₀) : there is no significant correlation between motivation and reading comprehension.

Before doing research, every researcher must develop an argument regarding the investigation's outcome, known as a hypothesis. The following is how the researcher formulates the hypothesis :

1. H_a : There is correlation between Students Reading Speed and Their Reading Comperhension of The Tenth Grade Students of SMA Negeri 10 Denpasar in Academic Year 2022/2023
2. H_o : There is no correlation between Students Reading Speed and Their Reading Comperhension of The Tenth Grade Students of SMA Negeri 10 Denpasar in Academic Year 2022/2023.

