**THE EFFECTS OF COOPERATIVE LEARNING METHOD AND LEARNING MOTIVATION TOWARD THE EIGHTH GRADE STUDENTS’ READING COMPREHENSION OF RECOUNT TEXT OF MTS. NEGERI 2 OGAN KOMERING ILIR**

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**ABSTRACT**

This study aimed to investigate the combined effect of cooperative learning and learning motivation on the reading comprehension abilities of eighth-grade students at MTs. Negeri 2 Ogan Komering Ilir. Using 2x2 factorial design, the study examined the impact of two independent variables: Methods and learning motivation (with two levels: high motivation and low motivation). The participants were assigned to four distinct groups: Cooperative Learning-high motivation, Cooperative Learning-low motivation, class without treatment-high motivation, and class without treatment-low motivation. Data were collected through tests and questionnaires to assess the participants’ reading comprehension performance. The finding demonstrated variations in reading comprehension skills among students in different levels of learning motivation, as well as those exposed to Cooperative Learning and class without treatment. However, the interaction effect between Cooperative Learning and learning motivation was not found to be statistically significant. These results suggest that while Cooperative Learning and learning motivation independently influence reading comprehension, their combined effect may not significantly impact student performance in this particular context. The findings contribute to our understanding on the interplay between method and student motivation in enhancing reading comprehension skills.

*Keywords: Cooperative Learning, Learning Motivation, Reading Comprehension*