THE CORRELATION BETWEEN VOCABULARY MASTERY, INTEREST, AND READING COMPREHENSION

(A Correlational Study at the Eleventh Grade Students of SMA Al-Islam 1 Surakarta in the Academic Year of 2016/2017)

Thesis
Submitted to Teacher Training and Education Faculty of Universitas Sebelas Maret as a Partial Requirement for Getting the Undergraduate Degree in Education

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SURAKARTA
2017
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I would like to certify that the thesis entitled “THE CORRELATION BETWEEN VOCABULARY MASTERY, TOPIC INTEREST, AND READING COMPREHENSION (A Correlation Study at the Eleventh Grade Students of SMA Al-Islam 1 Surakarta in the Academic Year of 2016/2017)” is really my own work. It is neither plagiarism product nor made by others. Anything related to other’s work is written in quotation, and the sources are listed on the bibliography. If then this pronouncement proves incorrect, the researcher is ready to receive any academic punishment, including the withdrawal or cancellation of my academic degree.

Surakarta, March 2017
The researcher

Sugeng Widodo
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ABSTRACT


The aims of this study are to find out if there are correlation between (1) vocabulary mastery and reading comprehension, (2) interest and reading comprehension, and (3) vocabulary mastery, interest, and reading comprehension.

The research method used in this study is correlational study. The study was carried out in September 2016 at SMA Al-Islam 1 Surakarta. The chosen population was the eleventh grade students of SMA Al-Islam 1 Surakarta which are about 380 persons. The sample was 39 students chosen with cluster random sampling technique. There were two instruments used to collect the data which are in the form of questionnaire and test. The questionnaire was used to gather the data of students’ interest, and the test was used to collect the data of students’ vocabulary mastery and reading comprehension. The researcher used simple correlation and multiple regression correlation technique in analyzing the data.

The result of the data analysis shows that at the level of significance $\alpha=0.95$: (1) there is a positive correlation between students’ vocabulary mastery and reading comprehension ($r_{xy}=0.533$ and $t_o=3.836 > t_t=1.68$); (2) there is a positive correlation between students’ interest and reading comprehension ($r_{xy}=0.633$ and $t_o=4.967 > t_t=1.68$); and (3) there is a positive correlation between vocabulary mastery, interest, and reading comprehension ($R_{xy}=0.667$ and $F_o=14.392 > F_t=3.32$).

The result of the study shows that students’ vocabulary mastery and interest are important and have contribution to reading comprehension. The students’ vocabulary mastery has 13.65 percent contribution to reading comprehension, and interest has 30.77 percent contribution to one. Simultaneously, the students’ vocabulary mastery and interest have contribution about 44.42 percent to reading comprehension.

From the result of the study, it is known that students’ vocabulary mastery and interest are important factors giving contribution to reading comprehension. Vocabulary mastery and interest should be maintained and improved in teaching learning process especially reading comprehension.

**Keywords**: vocabulary mastery, interest, reading comprehension
ABSTRAK


Tujuan penelitian ini adalah untuk mencari tahu hubungan antara (1) penguasaan kosakata dan pemahaman membaca, (2) minat dan pemahaman membaca, dan (3) penguasaan kosakata, minat, dan pemahaman membaca.


Hasil dari analisis data menunjukkan bahwa pada level signifikansi \( \alpha=0.95 \), (1) ada korelasi positif antara penguasaan kosakata dan pemahaman membaca \( (r_{x_{1}y}=0.533 \text{ and } t_{o}=3.836 > t_{t}=1.68) \), (2) ada korelasi positif antara minat dan pemahaman membaca \( (r_{x_{2}y}=0.633 \text{ and } t_{o}=4.967 > t_{t}=1.68) \), (3) ada korelasi positif antara penguasaan kosakata, minat, dan pemahaman membaca \( (R_{x_{1,2}y}=0.667 \text{ and } F_{o}=14.392 > F_{t}=3.32) \).

Hasil dari studi menunjukkan bahwa penguasaan kosakata dan minat penting dan memiliki kontribusi pada pemahaman membaca. Penguasaan kosakata memberikan kontribusi pada pemahaman membaca sejumlah 13.65 persen, sedangkan minat memberikan kontribusi pada pemahaman membaca sebanyak 30.77 persen.

Berdasarkan hasil studi, diketahui bahwa penguasaan kosakata dan minat merupakan faktor yang penting yang memberikan kontribusi untuk pemahaman membaca. Penguasaan kosakata dan minat harus dijaga dan ditingkatkan dalam kegiatan belajar mengajar, khususnya pemahaman membaca.

**Kata kunci**: penguasaan kosakata, minat, pemahaman membaca
MOTTO

“Get busy living, or get busy dying”
(The Shawshank Redemption Film)
DEDICATION

This thesis is wholeheartedly dedicated to:

Bapak and Ibuk
For their endless support and prayers

Several friends
For their support, help, and advice

Myself
Good job

Universitas Sebelas Maret Surakarta
For having given a lot of memories, chances, and experience
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May God bless you all.

I hope this research can be beneficial for all readers and further give the contribution to the English learning. Comments, criticisms, suggestions, and feedbacks are gratefully welcome for the betterment of this thesis.

Surakarta, June 2017

The researcher

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