

ABSTRACT

THE EFFECT OF STUDENTS' READING INTEREST AND STUDENTS' VOCABULARY MASTERY ON STUDENTS' READING COMPREHENSION OF THE SECOND GRADE STUDENTS OF SMA NEGERI 5 BANDAR LAMPUNG

By

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The purpose of this study was to find out whether there was a significant effect of students' reading interest and vocabulary mastery on students' reading comprehension. This was quantitative research applying *ex post facto designs*. The population of the research was the students of the second grade of SMAN 5 Bandar Lampung. There were ten classes of the second grade students. They were divided into two groups, XI MIA and XI IIS, but the researcher only chose one class of MIA as the sample of the research. The sample of this research was taken from XI MIA¹. The member of sample was 30 students. The researcher analyzed the data by using SPSS 16.0 and Path analysis. The instruments used in this research were questionnaire of reading interest, vocabulary mastery test and reading comprehension test.

The results of the research showed that there was a significant effect of students' reading interest on students' reading comprehension. Secondly, there was a significant effect of students' vocabulary mastery on students' reading comprehension. Thirdly, there was significant of student's reading interest and students' vocabulary mastery on their reading comprehension. The results of the research showed that the coefficient direct effect of students' reading interest on students' reading comprehension and students' vocabulary mastery on their reading comprehension were .278 and .700. Meanwhile, the direct effect of students' reading interest and vocabulary mastery on their reading comprehension was .978. The results of analysis effect were significant if $p > 0$. Therefore, it can be concluded that there was a significant effect of students' reading interest and vocabulary mastery on students' reading comprehension. The higher reading interest and vocabulary mastery the students have, the higher reading comprehension the students achieve.