

ABSTRACT

THE CORRELATION BETWEEN VOCABULARY MASTERY AND STUDENTS' READING COMPREHENSION ABILITY AT SMA N 1 SIDOMULYO

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Theoretically, reading is complex subject to master, this study to reason for reading has some crucial elements; identifying specific information, reference, inference, and vocabulary. Vocabulary also has crucial elements: noun, verb, adverb, and adjective and vocabulary enlargement.

This present study was aimed to find out whether there was correlation between students' vocabulary mastery and students' reading comprehension. The media was vocabulary and reading test. Which are useful to know the correlation of vocabulary mastery and reading comprehension, it is a common phenomenon that vocabulary is considered as the complicated aspects of language to study. Therefore, SMA students were not able to appropriate master certain types of vocabulary this is because vocabulary has number of crucial elements, such as noun, verb, adjective, adverb and translation. In other variable, reading is also complicated caused of reading has also crucial aspects such as. Identifying specific information, reference, inference, and vocabulary.

The research was conducted at SMAN 1 Sidomulyo in academic year 2014/2015. The research took place in second grade of MIA 3 and there were 30 students as the sample. The instrument used to gather the data between vocabulary mastery and reading comprehension. *ex post facto* design was used when the study does not have control over the selection and manipulation of independent variables.

The instruments were vocabulary test and reading test. The result of *SPSS* calculation showed the average percentage of reading ability was 63.4% and the average percentage of vocabulary mastery is 60%, and the result score by *SPSS* for correlation between vocabulary mastery and reading ability was 0.989. The coefficient correlation is higher that the critical value of table (.989>.32). The statistical analysis also showed that the correlation between students' vocabulary mastery and their reading comprehension was significant ($p < .01$; $p = .000$). Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. It means H_1 was accepted, that there was correlation between students' vocabulary mastery and students' reading comprehension. It also revealed that most of students' vocabulary mastery correlated with their reading comprehension.

Keywords : correlation, vocabulary mastery, reading comprehension