

**THE CORRELATION BETWEEN VOCABULARY ACHIEVEMENT
AND READING COMPREHENSION ACHIEVEMENT
OF THE ELEVENTH GRADERS**

A THESIS



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**ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
WIDYA MANDALA CATHOLIC UNIVERSITY**

2020

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AND READING COMPREHENSION ACHIEVEMENT
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A THESIS

Presented to Faculty of Teacher Training and Education
Widya Mandala Catholic University
in partial fulfilment of the requirement for the Degree of
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ABSTRACT

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For some people, learning English as a foreign language is not easy because they have to learn some aspects. In English, there are 4 skills and 3 components. Those are listening, speaking, reading, writing and the components are vocabulary, pronunciation, and grammar. One of the common ways in learning English is reading. In reading, learners will have an activity that learners do to get a certain information. From that, learners might get some new vocabularies besides getting new information. Vocabulary means a list of words which have its meaning. Learners should understand the meaning of the words so that they can get the meaning of the explanation or information there. In another case, if learners do not know the meaning of the words, they can look it up in a dictionary book or in the digital dictionary.

Based on the fact above, the researcher conducted this research to find out whether there was a positive correlation between vocabulary achievement and reading comprehension achievement of the eleventh graders. For this purpose, the researcher administered the test twice to the eleventh graders. The researcher used ANOVA (Analysis Variance) to choose the sample of the data. After that, the researcher conducted the test try out first to find out the validity, the reliability, and the item analysis. Then, the test was revised based on the result of the test try out before. After that, the researcher conducted the test again and used Pearson Product Moment to analyze the correlation between vocabulary achievement and reading comprehension achievement of the eleventh graders.

According to the analysis, it is known that the correlation between vocabulary achievement and reading comprehension achievement is 0,87. It means that H_0 is rejected and H_1 is accepted. As a result, it can be said that there is a positive, strong correlation between vocabulary achievement and reading comprehension achievement. It can be concluded that having sufficient vocabulary will help learners understand a text and increase their reading ability.