

ABSTRACT

Firnandi, A. G. (2024). The Correlation between Students' Reading Interest, Vocabulary Mastery, And Reading Comprehension at The Students of Language Center Pare. *Thesis English Education Study Program, Teacher Training and Education Faculty Islamic University of Kadiri*. Advisor (1) Dr. Wawan Herry S., M.Pd, (2) Irwan Sulistyanto, M. Pd

Keyword: *Reading Interest, Vocabulary Mastery, and Reading Comprehension.*

The study is to determine whether there is a correlation between reading interest and reading comprehension among the learners of Language Center Pare. The populations of this research were 40 students. The data were gathered from a questionnaire about reading interest, test scores for vocabulary mastery, and a multiple-choice reading comprehension test. The collected data was statistically evaluated using Pre-requisite Analysis and Hypothesis Testing.

The researcher found the normality test was $0.367 > 0.05$ for reading interest, $0.013 > 0.05$ for vocabulary mastery, and reading comprehension was $0.61 > 0.05$ was normal. Additionally, the linearity test yielded a result of 0.500 for Students reading interest and 0.373 for vocabulary mastery, suggesting linearity among the data sets; as the value is greater than 0.05, both variables were linear. Regarding the correlation between students' reading interest, vocabulary mastery, and reading comprehension, the Pearson product-moment correlation coefficient was calculated as 0.169, indicating a low correlation between Students' reading interest and reading comprehension. And 0.485 indicated a moderate correlation between vocabulary mastery and reading comprehension. Furthermore, the result of the t-test was. The result of t-counted in Table 4.6 was 0.867 for X1 and 3.435 for X2, and the result of degree freedom was 40. Based on the table's degree of freedom, 40 means 1.686. Therefore, the result of t-counted was $0.867 > 1.685$ for X1 and $3.435 > 1.685$.

In conclusion, the hypothesis of students' reading interest and reading comprehension was the alternative hypothesis was not accepted, and the null hypothesis was accepted. The hypothesis of vocabulary mastery and reading comprehension was the alternative hypothesis, which was accepted, and the null hypothesis was not accepted based on the findings of this study.

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