

**CORRELATION AMONG SELF REGULATED LEARNING,
VOCABULARY MASTERY, READING COMPREHENSION OF STUDENTS
AT SMAN 1 KOTA KEDIRI**

THESIS

Presented to

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For The Degree of Master in English Language Education



By:

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2024

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VOCABULARY MASTERY, READING COMPREHENSION OF STUDENTS
AT SMAN 1 KOTA KEDIRI**

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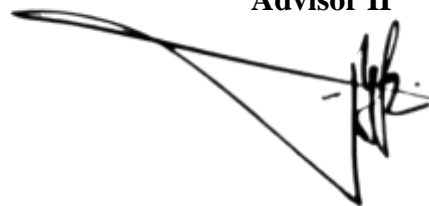
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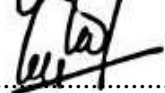
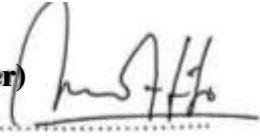

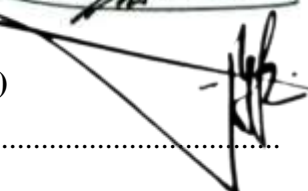
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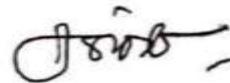
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ABSTRACT

Fadilla, Atika Nur. 2024. Correlation among Self-Regulated Learning, Vocabulary Mastery, Reading Comprehension Of Students At SMAN 1 KOTA KEDIRI. Thesis. Department of English Language Education, Postgraduate Program, IAIN Kediri. Advisor: (I) Dr. Sri Wahyuni, M.Pd and (II) Dr. Ary Setya Budhi Ningrum, M.Pd

Keywords: Self-regulated learning, vocabulary mastery, reading comprehension.

Self-regulated learning is A learning process that requires a certain strategy or way to run optimally which is done for themselves. However, learners ever faced some difficulties in learning, one of them being vocabulary mastery and reading comprehension. This study aimed to find out whether any significant correlation among students' self-regulated learning, vocabulary mastery, and reading comprehension in Senior high school.

Quantitative approaches with correlation design were used to analyze the data of this study. The number of participants was 152 tenth grade students of SMAN 1 Kota Kediri. They did the vocabulary and reading comprehension test by answering 25 multiple choice questions and 25 items for the self-regulated learning questionnaire with the Likert scale. To analyze the correlation, the researcher used interpretation of significant standard coefficient correlation with SPSS ver 26.0 for windows..

The findings of the study showed that the data it was found all the variables have significant (sig.) value of 0.000. Then, the result showed that the coefficient correlation between self-regulated learning and reading comprehension was 0.750, while vocabulary mastery and reading comprehension were 0.775, self-regulated learning and vocabulary mastery was 0.730, and the correlation among students' self-regulated learning, vocabulary mastery, and reading comprehension is $r = 0.790$. Based on the result above, although the correlation is high, the level of significance is sufficient to reject the null hypothesis (H_0), which means (H_a) is accepted. It can be said, when students have a high level of self-regulated learning, means they have a better ability in vocabulary mastery and reading comprehension. Then the higher level students' self-regulated learning and vocabulary mastery means the better students' ability in reading comprehension.

MOTTO

“The best way to predict your future is to create it”.

DEDICATION

I dedicated this thesis to:

1. First of all, I will dedicate to Allah for his greatness who always gave me strength, knowledge, patience, and of course the health for me to complete this thesis project
2. My beloved husband, ***Koko Lintang Arganata*** who always there for me, always makes me happy, always supports me, and tells me for not give up in every hard condition. He always make me strong to face all of problem and always beside me in my up and down. Thanks for your best prayer and thanks for everything.
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At last, the author realizes that thesis is still has many weaknesses. So, that suggestion and criticism for the author is very expected. Hopefully this thesis can be useful for us and become the input for the parties in need.

Kediri, June 25th 2024

The writer

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