

**CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY,
READING ANXIETY AND READING COMPREHENSION OF EFL
STUDENTS AT SENIOR HIGH SCHOOL**

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This thesis is to fulfill the requirement for the degree of *Sarjana (S1)* in English Study Program, State Islamic Institute (IAIN) of Kediri.

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MOTTO

*“Do Your Best and Stay Close to Allah at Any Moment That You
Have”*

-Riza Agustin NurCahyani-

DEDICATION

This thesis is dedicated to:

To the God Almighty

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

My Beloved Parents and Little Brother

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ABSTRACT

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Keywords: Correlation, Vocabulary Matery, Reading Anxiety, Reading Comprehension

Reading plays an important part to comprehend students' understanding about learning material. However, learners ever faced some difficulties in learning, one of them are vocabulary mastery and their anxiety while reading. The amis of this study was to find outwether any significant correlation between students' vocabulary mastery, reading anxiety and reading comprehension of ELF students at Senior high school.

Quantitative approches with correlation design used to anlysed the data of this study. The number of participant was 125 second grade students of SMAN 3 Kota Kediri. They did the vocabulary and raeding comprehension test by answering 20 multiple choice question and 20 item for reading anxiety questionnaire with likert scale, all of the test distributed online through google form. To analyse the correlation, resercher used *Spearman' Rank formulawith* SPSS ver 26.0 for windows.

After Analyzing data it found that between all the variables have significant (sig.) value 0.00. While coefficient Correlation between vocabulary mastery and reading comprehension was .708, while reading anxiety and reading comprehension was -.507, vocabulary mastery and reading anxiety was -.518. Based on the result above between all the variables there were a significant correlation and Ha should be accepted while Ho is rejected. It can be said, when students have a low level on reading anxiety, means they have a better ability in vocabulary mastery and reading comprehension. In the other hand, when students have high level on reading anxiety, means they have not good ability in vocabulary mastery and reading comprehension. Then the higher level students' vocabulary mastery means the better students ability in reading comprehension.

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