

**The Relationship between Vocabulary Knowledge and
Reading Comprehension Ability of Senior High
School Students**

A THESIS

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Master in TEFL



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APPROVAL SHEET (I)

This thesis entitled **The Relationship between Vocabulary Knowledge and Reading Comprehension Ability of Senior High School Students** prepared and submitted by **Helga Mariana Djuarsa (821.271.30.27)** has been approved to be examined by the Thesis Board of Examiners.



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APPROVAL SHEET (II)

This thesis entitled **The Relationship between Vocabulary Knowledge and the Reading Comprehension Ability of Senior High School Students** prepared and submitted by **Helga Mariana Djuarsa (821.271.30.27)** has been approved and examined by the Thesis Board of Examiners on September 2, 2016.



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Statement of Authenticity

I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others dishonestly. That all the cited works were quoted in accordance with the ethical code of academic writing.

I also declare that I agree to submit my thesis entitled: The Relationship between Vocabulary Knowledge and Reading Comprehension Ability of Senior High School Students to Widya Mandala Catholic University library and fully understand that it will be made public via Internet and other uses of online media.

Surabaya, September 2, 2016



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Abstract

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KEYWORDS: vocabulary, vocabulary knowledge, reading comprehension.

Reading plays an important role in learning a language because it needs students to know and understand what they are reading.

This paper is to investigate if there is a strong correlation between vocabulary size and the students' ability to comprehend reading passages and to know the vocabulary size owned by senior high school students in a private school in Surabaya. Knowing the amount of words the students have will help the teacher to predict their ability in understanding reading passages in the foreign language.

The instrument used in this study is Nation's Vocabulary Level Test (level 3000) and the participants were senior high school students in a private school in Surabaya.

The result reveals that there is a positive and strong correlation between vocabulary size owned by students and their ability in understanding reading comprehension.