

ABSTRACT

Simbolon, Elisabeth J.A. The Effect of Comprehension Strategies and Vocabulary Mastery on Students' Reading Comprehension. Thesis : English Applied Linguistics Graduate Program of UNIMED. 2010

The objectives of this research are to investigate the effect of comprehension strategies and vocabulary mastery on students' reading comprehension. Comprehension strategies are sets of plan that required good readers to make sense of the genre texts. The strategies help the students to become purposeful, active readers and to able to control their own reading comprehension. The classifications of the strategies are Text-Based Strategy, Text Structure-Based Strategy, Text and Prior Knowledge Combine Strategy, and Self-Corrective Strategy. This thesis covers text structure-based strategy and text-based strategy which have the relationship with vocabulary mastery. This population research is grade XI students of SMA St. Thomas 2 Medan of 2009/2010 academic year, while the sample is divided into two groups by applying random sampling. Group 1 belonged to text structure-based strategy and group 2 belonged to text-based strategy. The data collected were analyzed with two ways analysis of variance (2x2 ANOVA). This research concluded that text structure-based strategy is significantly higher than text-based strategy on students' reading comprehension. It is obtained by the median of text structure-based strategy $Me = 85.50$ and the median of text-based strategy $Me = 81.28$. Therefore, it is concluded that the median of the two strategies $85.50 > 81.28$. The result of variance analysis for both teaching method shown that $F_{obs} = 29.66 > F_{table}(0,05) = 3.78$ to the level of significance $\alpha=0,05$. Based on the data, the null hypothesis (H_0) was rejected. So it can be concluded that students' reading comprehension taught by using Text Structure- Based Strategy is higher than Text-Based Strategy on students' reading comprehension. High vocabulary mastery is higher than low vocabulary mastery on students' reading comprehension. This is indicated by showing the median of students who have high vocabulary mastery $Me = 87.70$ and the students who have low vocabulary mastery $=80.10$. The median $87.70 > 80.10$. The result of variance analysis for both vocabulary mastery shown that $F_{obs} = 11.61 > F_{table}(0,05) = 3,78$ to the level of significance $\alpha=0,05$. Based on the data, the null hypothesis (H_0) was rejected. So it can be concluded that students' reading comprehension that have High Vocabulary Mastery is higher than those having Low Vocabulary Mastery. This implies that there was interaction between comprehension strategies and vocabulary mastery on students' reading comprehension. The result of variance analysis for both strategies and vocabulary mastery shown that that $F_{obs} = 8.92 > F_{table}(0,05) = 3.78$