CHAPTER I
INTRODUCTION

1.1 Background of the Study

When learning a language, reading becomes the most important part that should be mastered. When learning a language with less reading comprehension, it will be useless. Reading plays a very important part because it concerns about how people get information from the written text. By strengthening their reading comprehension skill, people will gain a lot of knowledges and information from written text. The mastery of students in reading comprehension will help them developing their knowledges and language proficiency skills. Reading skill allows students to access new ideas or information in written or printed material from different countries. Boardman (2007:8) states that reading scomprehension involves much more reader responses to the text. It is a multi-component, highly complex process that involves many interactions between readers.

Reading comprehension give a chance for people to broaden their relationship around the world; furthermore, for the students, it could help them to enrich their new vocabularies so they will master the language that they are learning well. According to Snow (2002:11), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with the written language. It means that, when the readers read a text, they will construct the meaning of the written text, and to do this, students must have strategies to understand the meaning and content of the text easily through reading. Reading is a source of joy because reading can give a feeling of satisfaction for the students and other advantages in improving students' soft skills or knowledges. Wolley (2011: 28) states that many of the thinking processes involved

in reading, such as integration and inference, anaphoric processing, use of context cues, monitoring comprehension, and structuring of narratives. To strengthen students' reading comprehension, there are three important elements that should be understood and implemented by the students. The three important elements as follows; there are the readers who are doing the comprehension, the text that will be comprehended, and the activity in which comprehension is a part of the reading comprehension. The readers must understand about how to take their place in implementing the three elements above to master the reading comprehension well.

In strengthening reading comprehension, mastering the vocabularies of the foreign language that is learning will be very important. Without mastering the vocabularies, students will be difficult to understand the content of the reading text. Vocabularies are the most important part to be mastered by the students in learning foreign language before they learn the other language skill. In the reading text, there will be a lot of vocabularies contain there. Vocabulary mastery becomes a very basic knowledge in language learning. For those who know, vocabulary will see to be an easy language to be studied and mastered. However, if they do not know about vocabulary, they will have difficulties in understanding the foreign language both oral or written form. They also could not reconstruct the meaning of the text with less vocabulary mastery. Nowadays, the biggest problem which is faced by the people is the lack of English vocabulary. It makes them unable to get the ideas or important information from the reading text. In addition, vocabulary is the main aspect of reading. Without a well-developed vocabulary, the process of comprehending reading breaks down.

According to Wainwright (2007:33), vocabulary is an important factor in reading. Furthermore, Wainwright states that the larger vocabulary mastery, the

easier it is to make sense of the text. The statement tells that the students who read a foreign reading text will understand well and get a sense of the text if they master the vocabulary of the foreign language that they are learning. Without vocabulary, it will be difficult for the students to obtain any news and information which are stated in any printer material, book, etc. Hence, the students need to master vocabulary to understand any kind of reading text. Based on the explanation above, we all know about how important vocabulary mastery in the reading activity. It shows close relationships because the students need to master a lot of vocabularies to comprehend the text. In senior high school, one of the texts that the students should master is analytical exposition text. Analytical exposition text is a type of written text which is intended to persuade the readers about something in the case; in addition, the writer usually puts an argument as the fundamental reason of why something happens or to makes the persuasion stronger. By reading comprehension and having a lot of vocabularies, they will learn about analytical exposition text, the structures of the text and how to make some arguments.

Sakti (2021), in his research entitled "The Correlation Between Vocabulary Mastery and Reading Comprehension of the Tenth-grade Students of SMK Pariwisata Dalung in Academic Year 2020/2021", explains that reading comprehension is the process of making meaning in the written word. Through reading, students would try to draw the meaning of the text on a printed page and interpret the information appropriately. It requires more than knowing the meaning of individual words, but they also know how individual words are combined to produce meaningful sentences. Through reading, students will be helped to get more knowledge that is contained in the text. Reading activity is good for learners to train other language skills such as writing, listening and speaking. Reading

activity brings an important effect on society, especially for themselves. As a piece of evidence in this study, according to Grabe (2009: 4), states that a large population of people have learned to read in a second or third language for a variety of reasons, including interaction within and across heterogeneous multilingual countries, large scale immigration movements, global transportation, advanced education opportunities, and the spread of language of wider communication.

Based on the fact above, it could be seen that vocabulary mastery and reading comprehension have a very strong relationship. Vocabulary mastery could affect the students' comprehension of some written texts in reading activity. In the other words, vocabulary could help the students when students are learning a foreign language, especially English language, in the form of reading comprehension, and it could impact their ability in the learning process. Therefore, the researcher interested in conducting a research entitled "The Correlation Between Vocabulary Mastery and Reading Comprehension of the Eleventh-grade Students of SMA PGRI Blahbatuh in Academic Year 2021/2022".

1.2 Research Problem

Based on what had been described in the background of the study above, that explained clearly if reading is not only about reading the text or paragraph, but also about the understanding of the meaning from the reading text, the researcher held the present research in the correlation between vocabulary mastery and reading comprehension of the eleventh-grade students of SMA PGRI Blahbatuh in academic year 2021/2022. Of course, the research problem should be stated clearly and specifically to avoid ambiguity in the presents study. Analyzing and focusing the research on a specific problem would be very important because it helped the

researcher obtain and identify the answer to the research problem accurately. In this case, the researcher was interested in finding out the significant correlation between vocabulary mastery and reading comprehension of the eleventh-grade students in senior high school. The researcher chose SMA PGRI Blahbatuh as the object of the research. Therefore, based on the background of the study which was stated above, the researcher formulated the research problem as follows: is there any significant correlation between vocabulary mastery and reading comprehension of the eleventh-grade students of SMA PGRI Blahbatuh in academic year 2021/2022?

1.3 Objectives of the Study

The research objective contains the description of the study consistently about what the researcher was trying to achieve in the present study. The researcher would like to find out whether is there any significant correlation between vocabulary mastery and reading comprehension. Therefore, a particular investigation was needed to provide a scientific solution to the research problem. Moreover, the study's objective should align with the background and the research problem that had already been formulated for the present study. In the other words, the present study focused on the correlation between vocabulary mastery and reading comprehension of the eleventh-grade students. Thus, in line with the background and the research problem above, the present study focused on empirical evidences on the correlation between vocabulary mastery and reading comprehension ability of the eleventh-grade students of SMA PGRI Blahbatuh in academic year 2021/2022. The purpose was mainly intended to answer and solve the research's question which had been previously formulated for this study.

1.4 Limitation of the Study

In doing a research, efficiency and practical aspects must be considered. It was supposed to be an essential thing in doing research. To make the present study more specific and deeper, the present study was limited on investigating to be more significant in limitation of the study. Limitation itself was important to make the discussion more specific; it could also avoid a broad discussion. Therefore, considering the complexity and broadness of the problem that was mentioned above, the limitation of the study was formulated. In the present study, the researcher focused on investigating the significant correlation between vocabulary mastery and reading comprehension of the eleventh-grade students of SMA PGRI Blahbatuh in academic year 2021/2022. Besides, vocabulary mastery in this study was limited to the ability of the students in mastering nouns, verbs, adverbs and adjectives, because based on the syllabus for the eleventh-grade students in SMA PGRI Blahbatuh, the materials about vocabulary that have been taught consist of nouns, verbs, adverbs and adjectives. Meanwhile, for reading comprehension aspects in the present study focused on identifying general information, specific information, textual meaning and textual reference in analytical exposition text.

1.5 Significance of the Study

One of the practical reflections taken into account in undertaking the present study was the significance of the expected research findings. Moreover, it was because the significance of the study was important in conducting research. In addition, the present study was only focused on figuring out whether there was a significant correlation between vocabulary mastery and reading comprehension of the eleventh-grade students of SMA PGRI Blahbatuh in academic year 2021/2022. The present study results were highly expected and recommended to provide

significant research findings related to vocabulary mastery and its correlation with reading comprehension. The researcher hoped that the current study gave some benefits for teaching in English, especially in teaching reading comprehension, which has a significant correlation with vocabulary mastery. The present research findings were expected to give theoretical and practical significance to the correlation between vocabulary mastery and reading comprehension.

Theoretically, the result of the study was expected to strengthen the theories about the correlation between vocabulary mastery and reading comprehension with more evidences. It means that the researcher hoped this research results could enrich the evidences on the correlation between those research's variables. The present study findings were expected to give more information about the importance of mastering vocabulary, which could help students have good reading comprehension. It was expected to distribute and support the theoretical and empirical outcome of the existing correlation theory about vocabulary mastery and reading comprehension. Furthermore, the results of this research hopefully could give new information to the teacher about the importance of mastering vocabulary in teaching English that must be emphasized to the students for assisting them to have a good reading comprehension ability and to the researchers who will conduct the similar study in the future. In addition, the results of this study could disclose further research areas so that other researchers could use them as bases for undertaking a similar study.

Practically, the present research findings were expected as feedback in the teaching and learning process in English context as a foreign language, which would help the students, teachers, and other researchers in the future. For the teacher, these research findings would help them increase the quality of teaching,

especially in teaching reading comprehension, because of the important information and evidences that appeared at the end of the study. Therefore, in the teaching and learning process, the teacher could use effective strategies for gaining the students' ability to comprehend a reading text, related to how it correlated with vocabulary mastery. These research findings regarding the correlation between vocabulary mastery and reading comprehension could design the teaching and learning process to be much better. The students would be aware that mastering a lot of vocabularies in learning a foreign language, especially English, is very important to get good reading comprehension skills and help them mastering a language that they are learning quickly. For the other researchers, the present findings were expected to be useful as references for the future research on the correlation between students' vocabulary mastery and reading comprehension.

1.6 Definition of Key Term

The key terms in the research should be limited to reduce a broad discussion as had already mentioned above and make it more specific. As the title of the present study, "The Correlation Between Vocabulary Mastery and Reading Comprehension of the Eleventh-grade Students of SMA PGRI Blahbatuh in Academic Year 2021/2022", the researcher tried to make them in a clear operational definition that the researcher needed to focus on the present research. Additionally, the definition of the key terms was also intended to make the readers understand and avoid misunderstanding or ambiguity in comprehending what was being delivered in the present study. To provide the better understanding in this study, the researcher gave two key terms that would be defined to make this research clear. They were the definition of vocabulary mastery and reading comprehension. Moreover, the

researcher operationally defined the important key terms of the two variables in this research that were being conducted and used in this study, vocabulary mastery and reading comprehension. They could be operationally defined as follows:

1. Vocabulary Mastery

   Vocabulary mastery in the present study was operationally defined as the ability of the eleventh-grade students of SMA PGRI Blahbatuh in academic year 2021/2022 to understand the English vocabulary about nouns, verbs, adverbs and adjectives and be able to use them well, which was appropriate with the context.

2. Reading Comprehension

   Reading comprehension in the present research was operationally defined as the ability of the eleventh-grade students of SMA PGRI Blahbatuh in academic year 2021/2022 in comprehending the reading texts, especially in identifying general information, specific information, textual meaning and textual references of analytical exposition text.

CHAPTER II
THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

In conducting the present study, the researcher needed some theories from some experts as a guidance and to support the research. Therefore, the theoretical review was very important to help the researcher solve this problem. The theoretical review was a review of some theories related to the study. This was used to support and build the present study to be firmer and more based on the fact. Therefore, the theoretical review was used as a guidance and built this study to be more accurate. There were several sources from several kinds of literature that were related and supported the present study. There were also some important points to be explained and discussed based on the relevant theoretical reviews that the researcher had taken. The present study was based on discussing the following theoretical framework: vocabulary mastery and reading comprehension. For this study, some theoretical new points, as well as empirical evidence, were elaborated as follows:

2.1.1 Vocabulary Mastery

When learning a foreign language, our individual vocabulary is one of the most important micro-skills that should be considered and developed. Of course, all of the micro-skills like grammar, pronunciation and others are also important. One of those aspects that must be mastered well is vocabulary because vocabulary means the words of a foreign language that we are learning. Without mastering that, we will never learn a foreign language and comprehend that language, either in listening, speaking, reading and writing. Pollard (2008:13) assumes that vocabulary is a basic building block of language learning. It will help the learners in learning

the English language well. They need to know words, their meanings, spellings and pronunciations. When teaching vocabulary, teachers must make sure that they have explained the meaning of the foreign language, especially English and spellings and pronunciations. Vocabulary is a fundamental component of language proficiency, one of the primary goals of learning a foreign language. It is needed to communicate in a foreign language interaction.

On the other side, mastering a large vocabulary is very important for foreign language learners because foreign language learners will have some difficulties developing the four language skills. According to Linse and Nunan (2005:121), vocabulary is the collection of words that an individual knows. Vocabulary is very important because it will directly contribute to the mastery of the four language skills, such as listening, speaking, writing, and reading. The students' language proficiency depends on the quality of their vocabulary. Therefore, mastering vocabulary is the keyword of their lives and learning a foreign language, especially English. Mastering vocabulary will help them improve their language skills, both oral and written form, making it easier to transfer and receive information, especially in reading comprehension.

There are many definitions of vocabulary that are proposed by some experts and related in the present study. Hackman (2008:3) states that vocabulary is more than a list of words, and also, the size of one's vocabulary matters. It could be understood how to use the ones who matter most. Of course, everyday life provides most of the vocabulary needs. Words are all around, but taking them in takes time to become acquainted with their numerous uses and the contexts in which they are appropriate. A mix of rich language experiences helps to expose words and appreciate their meanings, but not all students get this in their lives.

Vocabulary refers to words that must be understood to communicate effectively. The choice in selection and methods are used in teaching vocabulary are important factors. In addition, the practice of using the foreign language in daily lives has a broad vocabulary range that will be very helpful for developing the four language skills, especially reading comprehension.

As the statement of Nation (2001), there are two kinds of vocabulary. They are receptive and productive vocabulary. Receptive vocabulary refers to students' words and understanding when they read or listen to a foreign language. While productive vocabulary is words that the students understand, could be pronounced correctly and used constructively in speaking and writing in a foreign language. Listening vocabulary is generally larger than speaking vocabulary while reading vocabulary is relatively larger than writing vocabulary. Therefore, it could be concluded that vocabulary could be presented in four units. They are reading, listening, speaking and writing vocabulary. Reading vocabulary consists of the words that are found by people when they are reading. While listening vocabulary is the words, people hear and understand when talking to others or listening to some media. Speaking vocabulary includes the words that people use in their daily life and conversation. Besides, writing vocabulary consists of people's words in writing an essay, reports, letters, etc.

Generally, the researcher should focus on some types of vocabulary here because the researcher studied vocabulary mastery. The types of vocabulary could be categorized based on spoken and written vocabulary. People start vocabulary-building through listening and speaking, even before writing and reading. Every type of vocabulary has a different aim and purpose. However, the development of one type of vocabulary facilitates another. Furthermore, vocabulary can be divided

into four types: listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary. In this case, the researcher will investigate reading vocabulary in the present research because it has a relationship with both variables. Moreover, reading vocabulary is the major ingredient of vocabulary building. It shows that reading grows and develops students' vocabulary. The words that are gotten while reading a text are termed as reading vocabulary. The readers may understand words through reading vocabulary even if they do not use it in speaking. Additionally, the vocabularies focused on are related to nouns, verbs, adverbs and adjectives.

Since vocabulary is a list, the only system involved is that alphabetical order. The choice in vocabulary selection and methods used in teaching vocabulary are important factors. In context, the learning process needs to get the meaning of words as a statement by Willis (2008:92). Vocabulary is mastered through practice and repetition. Therefore, vocabulary instructions should involve many opportunities to see and hear how words are used, discuss, and relate to the new words with previously learned words. Mastering vocabulary is a fundamental component of second language proficiency; one of the primary goals of language learning is to know the meanings of the words.

Supported by Duffy (2009:14) that states vocabulary is fundamentally important for understanding the message. Students could not understand what they were reading without knowing what most of the words' meant is. As children learn to read more advanced text, they must learn the meaning of new words that are not part of their oral vocabulary. To understand the passage of a text, firstly, students should build their vocabulary. Building vocabulary could be started from the teaching practice, students influenced by the conversation, short reading text and games.

One of the difficulties students face when learning English is vocabulary because they are always confused when they do not find the meaning of words. According to Soraya, et. al. (2019: 1), the students often have difficulty in processing, transfering and interpreting the meaning, the limitation of vocabulary occurring the difficulty to learn a different language. It is because they are seldom memorized and use this language as their second language. Whereas, the fact that vocabulary is very important in reading skills makes it more and more significant to be mastered by the students. Students will not be able to catch and grasp the main ideas of the reading as fast as possible. Looking up the difficult words in a dictionary is better for the students to understand and find the new strange words to increase the students' ability in mastering vocabulary.

According to Thornbury (2005:22), vocabulary is the knowledge of the word that requires a definition and implies how those words fit into the world. In this case, learning the vocabulary of a foreign language presents the learners with the following challenges. This definition becomes complicated when words come in at least from two forms; oral and print. Oral vocabulary is the set of words for which we know the meanings when students speak and read orally. Print vocabulary consists of those words for which the meaning is known when we write or read silently. Knowledge of words also come in two forms. They are productive vocabulary (writing and speaking) and receptive vocabulary (listening and reading).

To sum up, in this research, the researcher used vocabulary mastery theory from Kamil and Hiebert (2005:3), who state that vocabulary is the knowledge of the meanings of words. This theory emphasizes that mastering vocabulary has a lot of benefits for the students in learning English as a second language. It helped the students understand what they read and increased the quality of their reading

comprehension, depending on the quality and quantity of vocabulary they had. By mastering the vocabulary, the students understood the reading text's purpose easier and quickly found the sense of the text when it reads. The primary thing in learning a language is the acquisition of vocabulary. Then vocabulary mastery could be said as one's capacity or ability to master the vocabulary knowledge extensively. A good vocabulary mastery helps the students to understand the foreign language that they are learning. When they learn a new language, especially English, they must emphasize mastering the vocabulary in that language to understand the message or meaning of the language and convey their opinions by using the foreign language.

2.1.2 Reading Comprehension

Reading is one of the important language skills that the students must master. The significance of reading will bring a big change for human life, especially for the learner o student. Nunan (2008: 68) states that reading is a fluent process of readers combining information from the text and their own background knowledge to build meaning. It means that the reading activity helps the students to build a new concept. Combining the idea makes the students discover and get knowledge around the world through reading; it will also improve other skills. These aims will be reached if the students understand and comprehend the text that they read. According to Teixeira (2012:1), reading is a key of language skill that has a significant place in teaching and learning foreign languages. By reading, the students know many things. Reading skill allows students to access the new ideas communicated by people in written or printed material from different countries, allowing them to broaden their horizons and increase their knowledge. Furthermore, there are so many benefits that the students get from reading.

According to Boardman (2007:1), reading has many purposes, and students read to learn from the text's information, such as non-fiction books or content-area text. They read for enjoyment when they immerse themselves in novels, magazines, or even comic books. They also read to get information when they complete a job application or read the instructions to obtain a driver's license. Many foreign language students often have reading as one of their most important goals. They want to be able to read for getting the information and pleasure, for their career, and for study purpose. Reading is the most natural activity in the world. In reading, there are certain aspects that usually appear such as fluency, intonation and word recognition which can be learned in few years. However, reading comprehension will always follow when doing a reading activity because it will be impossible and useless if people or students read without knowing the meaning of what they are reading. The students or people may reach all of the aims if they understand and comprehend the reading text. Pang et al. (2003: 14) describe that comprehension is the process of deriving meaning from connected text. It involves word knowledge as well as thinking and reasoning. Therefore, comprehension in reading activity is not a passive process, but it is an active one.

Based on the facts and theories above, the goal of reading activity is reading comprehension. Good ability in reading will help the students to comprehend text and its meaning better. Reading comprehension is a multi-component, highly complex process involving many interactions between readers and what they bring to the text (previous knowledge, strategy use) and variables related to the text itself (interest in text, understanding of text types). Based on that statement, the knowledge or information from the text will be worth it if students pay attention to it. Reading comprehension is also called as a level of understanding of a

text/message. It means that reading comprehension is about understanding a written text. In the other words, comprehension in reading activity occurs when the reader unites various forms of text and combines them with what is already known. This understanding comes from the interaction between the written words and how they trigger knowledge outside the text.

Klinger et al. (2007:8) describe that reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in reading text, understanding of content of the reading text). Proficient reading depends on the ability to recognize words quickly and effortlessly. According to Willis (2008:126), states that to comprehend a text, the readers must be able to decode words or recognize words and access the text integration processes to construct meaning and retain the content of the words long enough for it to stimulate the related information in students' long-term memories. In this case, fundamental skills required in efficient reading comprehension are knowing the meaning of words, ability to understand the meaning of a word from discourse context, ability to follow the organization of passage and to identify antecedents and references on it, ability to draw inferences from a passage about its contents, ability to identify the main thought of a passage, ability to answer questions answered in a passage, ability to recognize the literary devices or propositional structures used in a passage and determine its tone, etc.

Reading comprehension plays a significant part when learning a foreign language. There will be many abilities that are sharpened. The important ability that must be known in reading comprehension is determining the writer's purpose, intent, and point of view and drawing inferences about the writer (discourse-

semantics). If word recognition is difficult, students use too much of their processing capacity to read individual words, interfering with their ability to comprehend what is read. Furthermore, Wolley (2011:15) states that reading comprehension is the process of making form text. Therefore, to understand what is described in the text and obtain meaning from isolated words or sentences. It means that students must have strategies for developing or understanding the meaning of the text and the ideas or points during the reading process. Based on the statement from Snow (2002:11), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with the written language. To get the information from the reading text, the readers have to understand and comprehend all of them, and through combining those aspects; the readers who are doing the comprehension, the text that is to be comprehended, and the activity in which comprehension is a part of the reading comprehension, then the reader will be able to obtain the specific information from the text.

Therefore, reading is very useful for language acquisition. To comprehend the text, the readers have to focus on what they are reading because reading is about reading itself and how to comprehend the text systematically. The aim of reading is ultimately to help the reader comprehend the text. Reading comprehension could improve the reader's knowledge and help the writers deliver their aim in written text. Those statements above show the various definitions of reading. In this study, the researcher focuses on the theory according to Wolley (2011:15), who states that reading comprehension is making meaning from the text. It means that reading is a complex process of thinking in assigning meaning from printed materials that involve most of the readers' intellectual acts such as pronunciation and

comprehension to receive ideas or information extended by the text. It could be seen that reading is not only looking at a word and reading a sentence in the form of graphic symbols but also getting the meaning from words and sentences from line to line to understand and get the sense of the reading text. It is the kind of process to understand and gain the purpose of the text.

2.2 Empirical Review

Empirical review is the review of the relevant research that has been conducted. It reviews the previous research that is relevant and has the same purpose as the present research. In addition, it was also used to compare the previous research with the present study to make the present study able to provide more empirical evidence about the technique which was being applied. In conducting this study, the researcher wanted to make a correlation between vocabulary mastery and reading comprehension. Several researchers had been done related to this study, which discussed the correlation between vocabulary mastery and reading comprehension. Empirical review in the present study explained the important points related to this study, and they were as follows:

Utami conducted the first study (2020) entitled "The Correlation Between Vocabulary Mastery and Reading Comprehension of the Tenth-Grade Students of SMA (SLUA) Saraswati 1 Denpasar in Academic Year 2019/2020". This study attempted to determine the correlation and how high the impact was between the students' vocabulary mastery and reading comprehension. The samples of this research were the tenth-grade students in senior high school, where the sample of this study was tenth-grade students of SMA (SLUA) Sarasawati 1 Denpasar in academic year 2019/2020. The results of this study showed a significant correlation

between vocabulary mastery and reading comprehension, after she analyzed the data gained by scores of research instruments. Additionally, the students with rich vocabulary mastery would have good reading comprehension scores. In contrast, students with poor vocabulary mastery would have low reading comprehension scores.

Moreover, the strength of the previous study was in its research findings. The findings of the previous research showed a significant correlation between two variables: vocabulary mastery and reading comprehension. However, this previous study used multiple-choice as a research instrument. The multiple-choice test consisted of 40 items for assessing reading comprehension, and the students had 60 minutes to finish it. According to Brown (2004:206), multiple-choice items are difficult to construct and validate. Multiple-choice have high guessing that made unable to measure comprehensively. Therefore, the researcher would use a short-answer test to collect the data and assess the students' reading comprehension in the present study. Because through answering the short-answer test, the students trained their reading comprehension, they could not guess the answer as in multiple-choice items.

The second study that relates to this study was done by Saputra (2020) with his research entitled "The Correlation Between Vocabulary Mastery and Reading Comprehension of the Second Grade Students of SMKN 1 Nusa Penida in Academic Year 2019/2020". The objective of this study was to investigate the correlation between vocabulary mastery and reading comprehension. The data needed for his study were collected by administering a short-answer test to 30 second-grade students in SMKN 1 Nusa Penida who had been determined using cluster sampling. Additionally, this previous research had been already composed

based on good test components that emphasized giving more important points. Therefore, the data analysis result showed a high relationship between vocabulary mastery and reading comprehension ability of the students, especially about their mastery in vocabularies, which could correlate to the students' reading comprehension.

In addition, the strength of this previous research was the scoring rubric for assessing the two variables adopted from Brown (2004:228) and explained the steps about how to score the instrument through the scoring rubric. In contrast, there were two weaknesses of this research. First, this research used cluster sampling to gain the data, which made it difficult for the researcher to process the data because the researcher should adjust the sample to get normality data. Second, the researcher used a matching test to assess the students' vocabulary mastery where there was no due time of the test, and the instruction only asked the students to match the correct word to the sentences. In the present study, the researcher used random sampling to choose the samples; the researcher also used a matching cloze procedure test with complete instructions for assessing vocabulary mastery.

2.3 Hypothesis

The hypothesis is a tentative answer to the research problem. A hypothesis is a prediction of what will be found as the outcome of a research project. It is typically focused on the relationship between two different variables studied in the research. It is usually based on both theoretical expectations about how things work and already existing scientific evidence. In addition, a hypothesis also refers to the correlation between two or more variables. It is a specific testable prediction about what they expect to happen in the research. According to Frenkel and Wallen

(2009:45), a hypothesis predicts the study. A significant hypothesis is likely to lead; a greater amount of important knowledge supports it. A directional hypothesis indicates a specific direction such as higher, lower, more or less. The particular direction is based on what the researcher has found in the literature, from personal experience, or the experience of others. It could be concluded that a hypothesis predicts the truth of the relationship of two or more variables in the study.

Therefore, to answer the research problem in this study, the researcher assumed that there was correlational research, namely the directional hypothesis. It was defined as a hypothesis that there was a correlation between the two variables being studied: vocabulary mastery and reading comprehension. It stated that the results were not due to chance and that they were significant in supporting the theory that was being investigated. Based on the explanation and statement above, the hypothesis that the researcher formulated in the present study was stated as follows. There is a significant correlation between vocabulary mastery and reading comprehension of the eleventh-grade students in SMA PGRI Blahbatuh in academic year 2021/2022.