

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Vocabulary is the key aspect of language learning which consists of words that students use for speaking, listening, reading and writing. In other definition, vocabulary is a list or series of words that is used to express an idea. In brief, vocabulary can be defined as a number of words in language which contains information about its meaning, form, and usage in context. Vocabulary is considered as the most important part in learning a language. Learning the new vocabulary does not only mean memorizing the form of the word but also understand its meaning. Vocabulary as one of the language aspects which has to be learned when people learn a language. A learner of the foreign language will speak fluently and accurately, write easily, or understand what they read or hear when they have enough vocabulary and have a capability of using accurately.

Vocabulary is fundamentally important for understanding the message (Duffy, 2009:14). Students cannot understand what they are reading without knowing what most of the words mean. As students learn to read more advanced texts, they must learn the meaning of new words that are not part of their oral vocabulary, to understand passages of a text, firstly the students should build their vocabulary. Therefore, the students need to master vocabulary to make them understand in reading comprehension. The students can increase their vocabulary by learning more words. In other words, vocabulary is a basic in learning a language.

Thornbury (2002:13) states poor vocabulary is difficult to convey something. If they have lack vocabulary, they cannot understand and they are difficult to communicate with other people all over the world. To resolve it, the learners must be able to recognize and understand the meaning of the vocabulary of the target language. In addition, Vocabulary mastery is very important in learning English, particularly in reading comprehension. Because vocabulary is used as the main tool to understand forms, phrases, sentences, and words itself in texts. According to Athans and Devine (2010:60) as cited in Astini (2020) vocabulary is important because it give a significant impact on reading comprehension. It means, without mastering vocabulary properly someone will have difficulty in reading comprehension.

Reading is one of the important language skills that must be mastered in learning English Language. By reading we can find out various information, we can get extensive knowledge and we can know various things. To get the meaning of the text, the reader has to connect and comprehend to understand the text. Understanding comprehension is crucial to the study of reading. William (2009:14) states reading is the process of receiving and interpreting information from the text. Reading is not only about reading a text, but through reading the reader has to know and understand about context of the text. Through reading the reader can get the information clearly if they understand what they read. So, reading is an active process that involves making sense and deriving meaning from printed or writing a word as a means of understanding what has been read.

Harmer (2001:99) states reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they

get at it. Reading also has a positive effect on students' vocabulary knowledge and on their reading comprehension. By reading, people are not only able to comprehend the text but also develop their thought, get various information, and improve their knowledge. Furthermore, Duffy (2009:14) state comprehension is the essence of reading because the goal of written language is the communication of messages. Duffy also said If we do not understand the message, we are not reading. Willis (2008:128) reveals to be successful at reading comprehension, students need to actively process what they read. That processing skill requires that students have automatic reading skills and fluency, necessary vocabulary, and text-appropriate background knowledge.

From the explanation mentioned above, we know how important vocabulary in the reading activity. It shows that they have close relation because they need a lot of vocabulary to comprehend the text. By mastering vocabulary and understanding in reading comprehensions the students will know the meaning of vocabulary in the context. It can also help to avoid making mistakes in understanding a context and the students can easier to learn content. Mastering vocabulary and reading comprehension is the key to success in reading because they are related to each other. Hence, students can enrich their vocabularies that make them more mastered in reading skill, it can give students more knowledge and the students can achieve maximum score in their learning. Successful comprehension is augmented when students have practice with strategies for monitoring their understanding, increasing their intrinsic in the text, and creating goals and purpose for their reading

Based on the researcher experience, some students usually misinterpreting the meaning from their reading. The student frequently asks their friend or their teacher

about vocabularies in every reading activity. They are always confused when they did not find the meaning of the word. Most of the students when they find a difficult word, they just continue their reading. Therefore, the students cannot catch or finding the meaning, main idea, detail information and the inference from their reading. So, the students just reading without understand what they read. According to that experience, the researcher wants to know the correlation between vocabulary mastery and reading comprehension of the students. The researcher constructed tests as the device to support the learning and students' performance in language.

Additionally, Boardman (2007:46) states there is a correlation between vocabulary mastery and reading comprehension. So, vocabulary is an essential part of reading to understand. Furthermore, Saputra (2021) indicated on his research that there is a significant correlation between vocabulary mastery and reading comprehension. Based on the background above, the researcher would like to know whether or not there is a significant correlation between vocabulary mastery and reading comprehension of the eighth-grade students of SMPN 3 Ubud. The researcher was interested to conduct a study about the correlation study entitled “The Correlation between Vocabulary Mastery and Reading Comprehension of the Eighth-Grade Students of SMPN 3 Ubud in Academic Year 2021/2022.”

1.2 Research Problem

A research is conducted because a significant problem happens and it should be solved straight away. Formulating a research problem is very important at the starting point of the present study to make the research focus on a certain purpose. Accordance with the background of study has been previously stated, reading is not only to read a

written text, but also to understand about the meaning of the text. Therefore, the researcher interest in finding out the significant correlation of vocabulary mastery and reading comprehension of the students in junior high school. Thus, the research problem of the present study is formulated as follows: is there any significant correlation between vocabulary mastery and reading comprehension of the eighth-grade students of SMPN 3 Ubud in academic year 2021/2022?

1.3 Objective of the Study

In general research has its own objectives. Research objectives describe concisely what the research is trying to achieve and expected to provide a scientific solution to the research problem. In order to get the right solution in precisely defined objectives are important. The objective of the study should be in line with the background of the study and the research problem that has been formulated for the study. Based on the research problem above, primary objective of the present study is to figure out the significant correlation between vocabulary mastery and reading comprehension of the eighth-grade students of SMPN 3 Ubud in academic year 2021/2022.

1.4 Limitation of the Study

A limitation is important to make this study focus on one aspect. In learning and acquiring English, the problem that was faced by the students in SMP Negeri 3 Ubud was very broad and complex to deal with this study. To make this present study narrow, deeper, and more specific, it is just focused on examining the correlation

between reading vocabulary mastery and reading comprehension of the eight-grade students of SMPN 3 Ubud in academic year 2021/2022. In this research, the reading comprehension was focus on identifying general information, specific information, textual meaning, and textual reference of descriptive paragraphs about animals, people, and things. Moreover, the vocabulary mastery the students was focus on noun, adjective, adverb, and verb of descriptive paragraphs about animals, person, and things. The aspect that the researcher wants to score in the present study.

1.5 Significance of the Study

The significant of the study is important in concluding research. Thus, this research is focused on investigating the correlation between vocabulary mastery and reading comprehension of the eighth-grade students of SMPN 3 Ubud. The result of the present research is highly expected and recommended to provide significant research findings related to vocabulary mastery and its correlation with reading comprehension. In conclusion, the findings of the present study are expected to give both the theoretical and practical significant of the correlation between two research variables.

Theoretically, the findings of the present study are expected as a study guide or reference for the next research. The result of this study hopefully gives deeper understanding of how vocabulary mastery and reading comprehension are related. Some information and theories provide in this study can be taken to enrich the available references. Moreover, the findings of the present study are expected to give information

to the teacher about how important it is to emphasizing vocabulary mastery to assist students in reading comprehension,

Practically, the result of the present study is expected to be beneficial for English teachers, students, and other researcher. For the English teacher, this study can be used as reflection by a teacher to the future teaching process to get better results of learning. The findings of the study can be used as a suggestion to make the best solution in the correlation between vocabulary mastery and reading comprehension. Moreover, this study can be attracting the students in learning during the teaching-learning process especially in students' reading comprehension. For the students, the finding of the study can be a reflection and motivation for the students in learning reading. It can give awareness about the importance of vocabulary mastery and reading comprehension. In addition, by developing reading comprehension the students have a positive impact such as get a lot of new vocabulary, modification of new sentences, information so they can improve their knowledge by vocabulary mastery and reading. The result of the present study is also beneficial for other researchers. For the other researches, the result of the study is used as references for the other researches in conducting research, especially in this research which is related to the correlation of vocabulary mastery and reading comprehension.

1.6 Definition of Key Term

In this present study, the key term is very important to make the research clearer and can be understood by the readers. To avoid misunderstanding, several terms are used in this study. They are defined to make sure that the readers have a clear insight

into what this study is about. There are some terms that are used in this present study untitled The Correlation between Vocabulary Mastery and Reading Comprehension of the Eighth-Grade Students of SMPN 3 Ubud in Academic year 2021/2022.

1. Vocabulary Mastery

Vocabulary mastery operationally means defined as the ability of the eighth-grade students of SMPN 3 Ubud in academic year 2021/2022 in mastering the vocabulary and be able to use it in the context of the descriptive paragraph, which consists of noun, verb, adverb, and adjective.

2. Reading Comprehension

Reading comprehension is defined as the ability of the eighth-grade students of SMPN 3 Ubud in academic year 2021/2022 in comprehending reading texts especially in identifying general information, specific information, textual meaning, and textual reference of the descriptive paragraph.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical review

The theoretical review is a review of the theories that is related to the conducted study. In addition, theoretical a scientific study should be based on some theoretical backgrounds and empirical the theoretical framework of this research study, the researcher should criticize some relevant theories from experts which are related to the study. The present study was conducted based on the following theoretical frameworks taken from the expert. There are some important points to be explained and discussed based on the relevant theoretical reviews that will take by the researcher. The theoretical reviews included vocabulary mastery and reading comprehension.

2.1.1 Vocabulary Mastery

Vocabulary is one of the important parts of learning English, particularly in reading comprehension. Vocabulary is a list of series of words that is to express the idea or in other meanings, it is used for general communication. Vocabulary is the total number of words in a language; used in a particular book, subject, and list of words with their meaning. Learning vocabulary is important because to be able to speak, write, and listen nicely we have to know vocabulary first.

A learner who learns a foreign language will speak fluently and accurately or understand what they read or hears when they mastering vocabulary. They have enough vocabulary and have the capability of using it accurately. Vocabulary is very important

in learning a language, especially English because the English vocabulary is extremely large and it varies as well. Ur (2009: 60) states vocabulary can be defined, roughly, as the words, we teach in the foreign language. Nunan (2001:42) has a similar statement he reveals that rich vocabulary is an important element acquisition of a foreign language. In other words, vocabulary is the important element that has been learned in a foreign language or second language especially English.

Pollard (2008:13) state vocabulary is an essential point of language learning. The vocabulary is important for students, they need to know the meaning of the words, how the words are spelled, and how they are pronounced. Building up a useful vocabulary in the basics of learning a foreign language at the primary level. The students who have a lot of vocabulary in English or other foreign languages can learn the language more easily. A good mastery of vocabulary will help the students to understand the language. A person said, "to know a word if they can recognize its meaning when they see it". It means that in learning vocabulary we have to know the meaning and also understand then can use it in sentences context.

According to Willis (2008:92) vocabulary is master through practice and repetition. Therefore, vocabulary instruction should involve many opportunities to see and hear how words are used and to use, discuss, and relate new words with previously learned words. In learning vocabulary automatically, we have to know the meaning of words itself and can use it in sentences. In addition, Pang et al. (2003:12) state that to understand a text, readers need to know the meanings of individual words. They construct an understanding of the text by assembling and making sense of the words in context by using vocabulary knowledge.

Learning vocabulary is important because it enriches someone's knowledge of words. When someone learns a foreign language, vocabulary will be the first thing that he or she knows. Vocabulary is a fundamental component of second language proficiency, one of the primary goals of language learning is to know the meanings of the word. Cameron (2001:72) states that improving a useful vocabulary is a basic point to the learning of a foreign language at the early level. Vocabulary will help the learners in learning English language well. As learners at the school, students need to know words, their meanings, how they are spelled, and how they are pronounced. mastering vocabulary can make students comprehend the words which were received while listening and reading.

Vocabulary is a significant factor in reading. The broader your vocabulary, the better (Wainwright 2007:27). By mastering vocabulary, we can easily understand the meaning of the text. It can decrease errors in reading. In a line, Wainwright also states that the larger vocabulary the easier it is to make the sense of the text. Without vocabulary, it is difficult for the student to obtain any kind of news and information that is stated in any printed material. Hence, the students need to mastering vocabulary to make them understand in reading comprehension and know the meaning of the context therefore, students can get clearly information of the context. Learning vocabulary does not mean only memorizing the form of the word but also understand its meaning.

Kamil and Hiebert (2005: 3) states there are two kinds of vocabulary. They are productive and receptive vocabulary. The productive vocabulary is the words that are familiar or easy to recognize and these are often used by an individual, particularly in

writing and speaking. In contrast, the receptive vocabulary is the words that are less familiar to students as well as less to be used or the students may not use these spontaneously for, they may recognize the words' meaning as they are reading and listening. Kamil and Hiebert (2005:3), also mention other kinds of vocabulary besides productive and receptive vocabulary. In this case, the oral vocabulary refers to the words that their meaning is known in speaking or reading orally, whereas the print vocabulary is considered as the words of which their meanings, known in writing or reading silently.

In addition, Harmer (2001:65) state there are eight number of word classes which are called part of speech, they are noun, pronoun, adjective, verb, adverb, preposition, determiner, and conjunction. Noun is the name of person, a place, a thing or activity or quality or idea, that can use as the subject or object of verb. Pronoun is a word that is used in place of a noun or noun phrase. Adjective is a word that gives more information about noun or pronoun. Verb is a word which is used in describing an action, experience or state. Adverb is to describe the meaning of verb, adjective or another adverb. Determiner is an article for example the, a, or an. The last is conjunction, word that connects sentences, phrases or clause. In this present study the researcher will limit the word classes to be tested there are, noun, adverb, verb, and adjective.

Vocabulary is a component of language to help students understand the meaning of a context and also to support in students reading comprehension. Building vocabulary can be started from the teacher practice, students influenced by the conversation, short reading and games. In this study, the researcher focused the theory

on Kamil and Hiebert (2005:5). which say that vocabulary is the knowledge of the meanings of words. This theory tells that mastering vocabulary will help the students to understand the reading, and qualities of the reading comprehension depend on the quality and quantity of vocabulary that the students have.

2.1.2 Reading Comprehension

According to Pang et al. (2003:6), reading is about understanding written texts and it is a complex activity that involves both perceptions and thought. Reading consists of two related processes word recognition and comprehension. Word recognition is where the process of how written symbols are appropriate to a certain language while comprehension is the process of how to make sense of words, sentences, and connected text. It is commonly as a reader, the students first understand the text by using their knowledge of vocabulary and grammar, thus, the students can understand the information contained in the text.

In reading comprehension, the students are not only expected to read the words but also to interact with the text to gain meaning. Based on the statement, it can be concluding that reading is important for the student to be achieved in school. Brown (2004:185) states that in foreign language learning, reading is likewise a skill that teachers simply expect learners to acquire. Reading has purposes such as to certain, to pleasure, to get more information, and to get knowledge. Good ability in reading will help the student comprehend text and get meaning better. In addition, some components of language such as vocabularies, structure, and others would help people to understand the meaning of the text and support the ability of reading.

Harmer (2007:99) states that reading is crucial because of two main reasons. First, it is beneficial to the student's personal life. Reading English texts may have a positive impact on students' further studies and careers or it may simply play the role of joyful reading. Second, it is beneficial to their language acquisition for spelling and vocabulary knowledge. Through reading, students develop knowledge, information, concepts, and attitudes. Moreover, students get many vocabularies which are needed in other skills if they read a lot. Students also need to comprehend the text during the reading process. They are not only expected to read in good pronunciation but they also have to construct and find the meaning through interaction and involvement with written language.

Mastering reading comprehension will be able to get the information from the text than those who do not have the ability in reading comprehension. According to William (2009:14) states comprehension occurs when the reader extracts and integrates various information from the text and combines it with what is already known. In other words, reading comprehension is the process to construct the information from the text by combining the text and what the reader knew about the text. So, in teaching reading, the most important thing that must be achieved by the student is comprehension.

According to Camille (2008:33), comprehension is a process demanding strategic approaches and the readers actively construct meanings as they read: they also direct their comprehension by using basic strategies and by monitoring their understanding. It means that in reading to achieve comprehension, an appropriate strategy is very important to motivate students in doing the reading activity. The strategy applied in the reading activity has a very important role since it is a way for

readers to get easier in understanding the text which can be directed by series of reading steps involved in a strategy. A good strategy will lead readers to achieve a goal of reading comprehension and it will get readers easier in connecting their ideas by monitoring its accuracy based on the procedures or steps of the strategy.

Therefore, Duffy (2009:14) reveals that comprehension is the root of reading because the target of written language is the communication of the message. Reading is of course the ability to make sense of a written or printed symbol. Therefore, when the readers want to comprehend the meaning of the printed symbol, they have to identify, recognize, and interpret then well. Real readers do something with what they read. Thus, students think reading is important when they use reading to achieve an important goal to them, to achieve a purpose of theirs, or to answer a question that they want to answer.

Prior knowledge deepens on the students' lived experience related to new knowledge that will be gained in reading content. Pang et al. (2003:19) reveals reading comprehension is about relating prior knowledge to new knowledge contained in written text. Reading comprehension is explained as understanding new information of what is already known. Prior knowledge is expressed with words. When the meaning of word is unknown, it means that the reader does not have background knowledge or has not to experience in that area. Without background knowledge or without the vocabulary that comes with various experiences, the students will not comprehend the content of the text.

Reading comprehension is defined as the level of understanding of writing. Some of them say reading is the process to get, to understand, to catch the content of

the reading. Therefore, reading is a process to understand a written text which means extracting the required information from it as efficiently as possible, reading can be defined as an interaction with a printed message. It means that reading is not passive action; there is some intellectual energy to be expended. Reading is the art of transmitting the ideas, facts, and feelings from the mind and soul of a reader, with accuracy and understanding, and much more.

Moreover, Boardman (2007:8) reveals that reading comprehension involves much more than readers' responses to the text. Reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge and strategy use) as well as variables related to the text itself (interest in text and understanding of text types). Based on the statement, the knowledge or information from the text will be worth it by students if they take attention to it. Students construct or supplied new knowledge as the result of comprehending the reading text. It made the ability to comprehend the reading is crucial for students.

Reading comprehension is important because it will influence the students' knowledge in gaining information from the written textbook or the other written sources. Besides gaining knowledge, by reading the students can also improve their vocabulary and language skills to master English well. Reading comprehension is related to the understanding of the vocabulary Students will reach all of this aim if they understand and comprehend the text that they have read. The comprehension occurs when new information interacts with the old one that has already been stored in students' memory. Thus, good comprehension of an English text can be gained when

the readers relate the information in the text with their prior knowledge. From the previous arguments of reading comprehension, the researcher has a similar argument with Pang et al. (2003:6).

2.1.3 Descriptive Paragraph

A paragraph is a group of sentences that consist of a single main idea and are supported by some supporting details and aims to facilitate the reader in understanding the meaning that is conveyed by the author. According to Oshima and Hogue (2007:2), a paragraph is a group of related statements that a writer develops about the subject. He added that a paragraph can be as short as one sentence or as long as ten sentences. Oshima and Hogue (2007:61) also states descriptive paragraph refers to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the readers can imagine the object, place, or person in their mind.

Based on Fiderer (2002:17), a descriptive paragraph gives a clear picture of a person, place, object, events, or idea. The details come from the writer's sense, those are smell taste, touch, hearing, and sight. A descriptive paragraph is characterized by sensory details, which appeal to the physical sense, and details that appeal to a readers' emotional, physical, or intellectual sensibilities. Determining the purpose, considering the audience, creating a dominant impression, using descriptive language, and organizing the description are the rhetorical choices to be considered when using a description. A description is usually arranged spatially but can also be chronological or emphatic. Description use tools such as denotative language, connotative language, figurative language, metaphor, and simile to arrive at a dominant impression.

According to Folse, et al., (2010:135) states that a descriptive paragraph which describes how something or someone looks or feels. In the descriptive paragraph, the writer uses a word that creates an image and helps the reader see, touch, feel, smell, or taste the topic that she or she is describing. Moreover, Savage and Mayer (2005:37) states that sight, smell, and taste are used in words to build an image for the reader in descriptive writing with something that is described can be felt by the reader clearer. The description is writing about how something or someone uses spatial order. By describing something, the readers can imagine the object by their critical thinking and they can guess what the writers mean.

Zimack and Rumisek (2005:25) states a descriptive paragraph explains how someone or something looks or feels. By reading a descriptive text, readers feel that they see the description just like they see pictures. The descriptive text has the purpose to describe an object or a person that the writer is interested in. Descriptive text includes an introduction followed by an ordered outline of the features of the thing being described and there may be evaluative comments throughout. Purpose a descriptive text is essentially a description that classifies and describes things in general and specific terms. Descriptive texts draw attention to the characteristic of a particular thing.

Furthermore, Oshima and Hogue (2007:196) state paragraph composition in the paragraph such as format, punctuation and mechanics, contents, organization, grammar, and sentence structures. In the format consist of the title of paragraph, punctuation, and mechanic consist of spelling and the use of punctuation correctly, the content consists of the main idea of the paragraph, the organization consists of generic

structure of the descriptive paragraph, grammar and sentence structure consist of grammatical usage. Zemach and Islam (2005:9) state a paragraph is defined as a group of about six to twelve sentences that have one topic. It means, a good paragraph should have six to twelve sentences and some sentences that refer to the topic. Therefore, when the writers arrange sentences appropriately, the readers can easily to understand.

Savage and Mayer (2005:28) reveal that a descriptive paragraph has a descriptive organization like introduction that tells why an object or even of description is important for the writer. Body paragraph gives details information about the object. The conclusion gives the writer opinion or review about the whole description of the paragraph. Moreover, Savage and Mayer (2005: 33), also state that the description should make the readers feel like responding to what they are reading. The point of descriptive text begins with identification, in which it introduces the object of description. Then description, in which it gives vivid detail to make the writing more descriptive, familiar, and expressive.

Moreover, Oshima and Hogue (2007:3) state that a paragraph is a group of related statements that a writer develops about a subject. The first sentence states the specific point or idea of the topic. The rest of the sentences in the paragraph supports the point. That meant descriptive paragraph has a topic to be discussed and tells the main idea. Moreover, the other sentences in the descriptive paragraph called supporting sentences. It gives more information about topic, specific details, and explanation. Then the last sentences in conclusion sentences to close the paragraph. The writers put some descriptive sentences to make the readers easy to understand. Therefore, it can be concluded that a well-written paragraph is a group of sentences that consist of

specific points or ideas that are structure into the topic sentences, supporting sentences, and conclusion. In this present study, the researcher focused on the Oshima and Hogue (2007:61) theory.

2.2 Empirical Review

Empirical review is the view of the relevant researches that have been conducted reviews it reviews the previous research that relevant to the present research. Empirical evidence can help the research avoid unintentional replication of the previous study. In conducting this study, the researcher wanted to know about the correlation between vocabulary mastery and reading comprehension. Other researchers showed the correlation between vocabulary mastery and reading comprehension. The researcher used those studies as a basic consideration to conduct the present study.

The first was conduct by Astini (2020) in her correlation research entitled “The Correlation Between Vocabulary Mastery and Reading Comprehension of The Eighth Grade Students of SMP Negeri 1 Ubud in Academic Year 2019/2020”. The objective of the study was to find out whether there is a significant correlation between student vocabulary mastery and reading comprehension of junior high school, especially the seventh-grade students of SMP Negeri 1 Ubud. Furthermore, the researcher found the result of the research that there is significant positive correlation between students’ vocabulary and reading comprehension.

In addition, the strength of the previous study was in its research findings. The findings of the previous research showed that there is a correlation between two variables; those are vocabulary mastery and reading comprehension. There is

significant correlation between vocabulary mastery and reading comprehension. The result showed that significant because the significance is higher than 0.05. The result con notes that the students who get a high score in vocabulary mastery also get a high score in reading comprehension, and the students who get low scores in reading comprehension also get low scores in vocabulary.

The second was conducted by Aprilia (2019) in her correlation entitled " The Correlation Between Students' Vocabulary Mastery and Their Reading Comprehension in Descriptive Text at State Senior High School 2 Pekanbaru” The objective of the research are to know students vocabulary mastery of the first grade at State Senior High School 2 Pekanbaru, to know students reading comprehension in descriptive text of the first grade at State Senior High School 2 Pekanbaru, and to know there any correlation between students' vocabulary mastery and their reading comprehension in the descriptive text of the first grade at State Senior High School 2 Pekanbaru.

Furthermore, the researcher found the result of the study is the mean score of students' vocabulary mastery is 80, it is categorized as very good level and for reading comprehension is 76, it is categorized as a good level. Moreover, the result of the study is there is significant correlation between students' vocabulary mastery and their reading comprehension at is average level. It can be said vocabulary mastery contribution to reading comprehension. The reading comprehension was influenced by vocabulary mastery. However, both of researchers using multiple-choice when collecting the data. According to Brown (2004:206) states multiple-choice items are difficult to construct and validate. Multiple choice has high guessing that makes unable to measure comprehensively. Thus, in the present study, the researcher would like to

find the data by short answer task. In the present study, the researcher has been collecting the data by applying short answer task. The use of short answer task in order to ensure the students cannot guess the answer as in multiple choice, in short answer task they need to understand what they read to get the right answer.

2.3 Hypothesis

A hypothesis is a prediction of what will be found as the outcome of a research project and 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. To answer the research problem in this study, the researcher assumed there is a correlation between vocabulary mastery and reading comprehension. Based on the frame of thinking above, the researcher proposed the hypothesis as follows:

- Ha: There is a significant correlation between vocabulary mastery and reading comprehension of the eighth-grade students of SMPN 3 Ubud.
- H₀: There is no correlation between vocabulary mastery and reading comprehension of the eighth-grade students of SMP 3 Ubud.