

CHAPTER I

INTRODUCTION

1.1 Background of Study

The act of interpreting printed and written words is called reading activity, reading which requires an understanding of the meaning in it. Reading is one of the language skills that must be mastered in learning English in addition to listening, speaking, and writing. Reading comprehension is an important language skill in learning because it is one of the foundations in education and one of the factors that can make students successful in their studies depends on a large part of their reading comprehension. Reading is very important because through reading students can get more benefits and have a big impact in the future because they can learn new things to enrich their knowledge and open their minds.

By reading, students can get the information they need, get new ideas, expand students' interests and learn something new. According to Blachowicz and Ogle (2008:15), reading comprehension is very important. It is the process by which people obtain information and ideas from books, newspapers, manuals, letters, contracts, advertisements, and other materials. Reading is not just for students; it's for everyone who needs information in their daily life. They can access information other than in books; can be found in other written texts. Reading comprehension can begin in the early stages of elementary school. Students at the school will get several textbooks that are used to support the teaching and learning process. then students are invited to do literacy, where this will foster student interest in reading. Students must understand the text they read

by thinking and understanding the meaning behind it. Frequent reading can improve students' reading comprehension skills and can also help readers to find information from textbooks that have been read by readers.

According to Pollard (2008) states that reading involves student interaction which requires process and understanding. In reading, students must focus on what they read because reading is not only reading but also involves students' ability to recognize what they are reading and understand the text systematically. Most people can read well but some of them may not be able to exactly understand the text they are reading. Therefore, reading comprehension is an important skill that must be mastered by students. Students are required to read lots and understand the reading material in order to achieve better result in learning process.

According to Harmer (2007b:99), reading is important for two main reasons. First, it is beneficial for students' personal lives. Reading English texts may have a positive impact on a student's further studies and careers or it may just play the role of an enjoyable reading. Second, it is beneficial for their mastery of the language for spelling and vocabulary knowledge. Through reading, students develop knowledge, information, concepts, and attitudes. In addition, students get a lot of vocabulary needed in other skills if they read a lot. Students also need text during the reading process so that they can get the appropriate meaning. So, to comprehend the meaning of reading text, the reader needs to understand a certain number of words.

To make successful comprehension in reading texts it is necessary for students to have reading skills. According to Duffy (2009:14), understanding the

roots of reading because the purpose of written language is to communicate messages. However, students cannot fully understand the meaning of the written text due to lack of vocabulary. Duffy (2009:14) says that when students do not know the meaning of a word, it can be said that the reader does not have basic knowledge. Vocabulary is a very useful tool for communication and later if learned. Students can master vocabulary Mastery that will help students to get information and know the meaning of a written text.

Therefore, to make students have a good understanding in reading texts, it is necessary to master vocabulary. Vocabulary is very important because it is one of the components of language. Vocabulary is a key aspect of language learning which consists of the words that students use to speak, listen, read, and write. According to Tankersley (2003:52). Vocabulary is the meaning and pronunciation of words used in communication. It is simply the number of words that students understand or can actively use to listen, speak, read, or write. Vocabulary is all about the words of the words in a language or a specific collection of words that have to be learned.

In addition, in a previous study conducted by Nurazizah (2012) entitled "The Relationship of Students' Vocabulary Ability with Reading Comprehension of Class VIII Students of SMP Negeri 13 Malang". This research finding clearly defined to find out whether there is a significant relationship between students' vocabulary skills and reading comprehension of eighth graders of SMP Negeri 13 Malang. Vocabulary is part of reading comprehension which by knowing words can understand reading material. This statement made the researcher very motivated to want to know about the relationship between students' vocabulary

skills and reading comprehension. Moreover, based on the research background, the researcher is very interested in conducting research related to these variables.

Further in this research. Researchers have almost the same goals as empirical research which is intended to find out whether there is a significant effect correlation between vocabulary mastery and reading comprehension of the eight grades students of SMP Saraswati 1 Denpasar in academic year 2022/2023. Researchers found that there was a very strong significant relationship between vocabulary mastery and reading comprehension. The instruments used in this study were the cloze procedure matching test for vocabulary mastery tests and short answer tests for reading comprehension tests. Based on the hypothesis in this study, the researchers found the results that there was a high positive significance the relationship between vocabulary mastery and reading comprehension of the eight grades students of SMP Saraswati 1 Denpasar in academic year 2022/2023.

Based on the explanation above, vocabulary mastery and reading comprehension have a strong relationship. According to Langan (2002:341), if students have poor vocabulary, they will have slow reading speed and limits for their understanding. Furthermore, Brasell and Rasinski (2008:99) stated that vocabulary knowledge plays an important role in students' reading comprehension. In this regard, this study tries to determine whether vocabulary mastery affects reading comprehension. Based on the research background, the researcher is interested in conducting a research entitled "The Relationship between Vocabulary Mastery and Reading Comprehension" for class VIII students of SMP (SLUB) Saraswati 1 Denpasar in academic year 2022/2023."

1.2 Research Problem

As stated earlier, reading is not only to read a paragraph, but also to understand the meaning of the paragraph. In this study, researchers conducted research on the relationship between vocabulary mastery and reading comprehension of the eight grades students of SMP (SLUB) Saraswati 1 Denpasar in academic year 2022/2023 . In addition, the researcher was clearly interested in knowing the significant relationship between the two research variables: vocabulary mastery and reading comprehension of students in junior high school. Therefore, the research problem in this study is formulated in the form of the following questions: is there a significant relationship between vocabulary mastery and reading comprehension of class VIII students of SMP (SLUB) Saraswati 1 Denpasar in academic year 2022/2023?

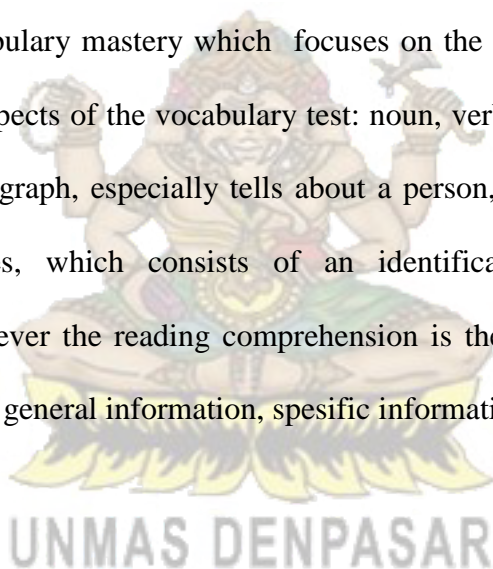
1.3 Objective of the Study

In research, there must be a primary goal. The purpose of each activity in this research is closely related to scientific investigation and briefly describes what the research is trying to achieve. Researchers must conduct research to find solutions and scientific explanations of a problem in an organized investigation. Scientific studies are carried out in order to get the right answer exactly the research problems that have been formulated for this research. Therefore, in accordance with the research problems that have been stated previously, the implementation of this research is intended to determine whether there is a significant relationship between vocabulary mastery and reading comprehension

of eighth grade students of SMP (SLUB) Saraswati 1 Denpasar in the academic year 2022/2023.

1.4 Limitation of the Study

The study limitation is important in order to restrict the discussion of the research problem and avoiding a board discussion. The researcher focused on the correlation between vocabulary mastery and reading comprehension of eighth grade students of SMP (SLUB) Saraswati 1 Denpasar in academic year 2022/2023. Consequently, in this present study, the researcher simply restricted this study to vocabulary mastery which focuses on the ability of the students in identifying four aspects of the vocabulary test: noun, verb, adverb, adjective used in descriptive paragraph, especially tells about a person, place, animal, or thing by describing features, which consists of an identification, descriptions, and conclusion. Moreover the reading comprehension is the ability to identify four aspects of reading: general information, specific information, textual reference and textual meaning.



1.5 Significance of the Study

One of the things that must be considered in conducting this research is to focus on what is being researched. This research is focused on knowing whether there is a significant relationship between vocabulary mastery and reading comprehension of the eighth grades students of SMP (SLUB) Saraswati 1 Denpasar in academic year 2022/2023. The results of this study are expected and recommended to provide significant research findings related to vocabulary mastery and its correlation with reading comprehension. In conclusion, the

findings of this study are expected to provide theoretical and practical significance in relation to the relationship between vocabulary mastery and reading comprehension.

Theoretically, the results of this study also contribute more theory. correlation between vocabulary mastery and reading comprehension to strengthen theory. In addition, additional empirical evidence is expected to be used in future studies. This can be used to provide more empirical evidence against the existing findings regarding the correlation between vocabulary mastery and reading comprehension in selecting the correct word class (noun, verb, adverb, and adjective) provided in the box and then Complete the missing word with the correct word choice. In addition, the findings of this study may also reveal further research areas that can be used by other researchers in the same area. Thus, they can produce valuable research findings.

Practically, the results of this study are expected to be useful for English teachers, students, and other researchers. For English teachers, the researcher hopes that the teachers can help students master vocabulary and reading comprehension. For students, researchers hope that this research can have a positive influence on students and provide motivation in learning English. The students can improve their vocabulary mastery better than before so they will not face. difficulty in learning a foreign language. Lastly for other researchers. Other researchers hope that this research can be useful for other researchers as a reference for those who can examine the relationship between vocabulary mastery and reading comprehension in the future

1.6 Definition of the Key Terms

In this research, key terms are very important to be used as research. more clear and understandable by the readers in reading this research. To avoid misunderstanding and confusion on the part of the readers regarding the key terms used, the researcher needs to define the key terms operationally. Thus, the definitions of the key terms used in this study are vocabulary mastery and reading comprehension of the eight grades students of SMP (SLUB) Saraswati 1 Denpasar in academic year 2022/2023. To make the reader understand clearly about the content in the present study, the researcher provides two definition of key terms used are vocabulary mastery and reading comprehension

1. Vocabulary Mastery

In this study, vocabulary mastery refers to the number of words in a language mastered by eight grades students of SMP (SLUB) Saraswati 1 Denpasar in academic year 2022/2023, and involves four content words: nouns, adjectives, verbs, and adverbs.

2. Reading Comprehension

Reading comprehension in this study is operationally defined as the academic ability of class VIII students of SMP (SLUB) Saraswati 1 Denpasar in academic year 2022/2023 in identifying general information, textual meaning, specific information, and textual references of descriptive texts.

CHAPTER II

THEORITICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

In this chapter, the researcher discusses the theoretical review of related theories focused on the topic. Scientifically related theoretical review is expected to contribute some relevant theoretical constructs and empirical evidence. The review of related theories is an important part of scientific research because it allows the reader to understand the basis of the research. Can provide a theoretical basis for research and help researchers to determine the nature of research. Theoretical review contains the theory framework to strengthen the discussion of this research because it is a summary of literature. Therefore, it is used to support and build this research. It is used as a reference and framework for solving problems in this study. They are described as follows: vocabulary and reading mastery understanding.

2.1.1 Vocabulary Mastery

Vocabulary is a list or series of words used to express ideas, or in other words used for communication. Vocabulary is the total number of words in a language; all the words that a person knows or uses in a book, subject, etc. certain; list of words with their meanings. Pollard (2008:11) defines vocabulary as an important point in language learning. Students need to know the meaning of these words. how they are spelled, and how they are pronounced. Vocabulary is important to understand and convey messages. Building a useful vocabulary is the foundation of learning a foreign language at the elementary level. Students who

have a lot of vocabulary in English or another foreign language can learn the language easily. Good vocabulary mastery will help students to understand the language. They have to learn vocabulary to understand messages and convey their ideas.

Vocabulary is one component of language. Vocabulary is a key aspect of language learning which consists of the words that students use to speak, listen, read, and write. According to Duffy (2009:14), if the reader does not know the meaning of the word, it can be said that the reader does not have basic knowledge or does not have experience in the field. Vocabulary mastery helps students' opportunities to speak, listen, read, and write. The more words students learn, the more ideas students should have. Therefore, students can communicate concepts more effectively. For students who study English at school, vocabulary is a very important language component because without mastering vocabulary, they will have difficulty understanding the language during the teaching and learning process.

Vocabulary is a fundamental component of second language proficiency, and one of the main goals of language learning is to know its meaning. Cameron (2001:72) states that increasing useful vocabulary is the basic point for learning foreign languages from an early age. Learning vocabulary is important because it enriches students' knowledge of words. This implies that the success of the learner in learning the language. Mastery of vocabulary will help learners learn English well because they need to know the words, their meanings, how they are spelled, and how they are pronounced. Vocabulary can make students understand the

words received while listening and reading during the teaching and learning process.

Vocabulary mastery is the competence to know words and meanings. In other words, students are not only expected to know words. but also the meaning. Thornbury (2002:16) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Because vocabulary was vital aspect in language, it appears in every skill of language listening, speaking, reading and writing skill. Mastering vocabulary was very important for the students who learned English as a foreign language. That was why everybody who learned English or a certain language should know the words. Master's vocabulary can support them in reading and speaking when they communicate with people can write and translate the meaning of words when they are certain English. If they do not know the meaning of words, they will not be able to speak, write, and translate anything.

According to Kamil and Hiebert (2005:3), Generically, vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and print. Knowledge of words also comes in at least two forms, receptive and productive. Oral vocabulary is a set of words for which we know the meanings when we speak or read orally. Print vocabulary consists of those words for which the meaning is known when we write or read silently. A productive vocabulary is used when writing or speaking, and receptive that can be understood or recognized. Mastery vocabulary was very crucial for the students who learned English as a foreign language. The mastery of vocabulary

can support the students especially in reading comprehension and understanding the meaning of words when they are learning English.

Vocabulary is an essential component to support the students in communicating and expressing their ideas. It can be said is that vocabulary is the key to mastering language skills. Vocabulary plays a vital role in supporting the students' English. As a foreign language, vocabulary is one of the language components they learned first. If the students have mastered vocabulary, they will communicate with the other without any problems. According to Linse (2005:121), points that out that vocabulary is a collection of words that an individual knows. It means the students have to learn about vocabulary repeatedly. Mastering vocabulary will help students to learn the language skill.

Schmidt (2000) states that vocabulary knowledge gives a large deal to whole language success such as for reading, listening, speaking and writing, grammatical accuracy, sociolinguistic appropriateness, and language fluency. It can be impossible when people want to master language without vocabulary. Therefore, to get many vocabularies, it needs many practices, such as by reading magazine or newspaper, watching films, listening to the music, etc. However, from those practices, the large contribution in getting vocabulary is by reading as Schmitt (2000) states that reading is a key to vocabulary improvement. The more student are reading, the more knowledge is know.

Mastering vocabulary will help students to learn the language skills. Willis (2008:5) adds that with strengths in vocabulary building, memorizing, and learning foreign languages, these students appear to have greater development in auditory processing that facilitates their auditory learning skills. Simultaneously

word vocabulary is increasing and strategies are available to facilitate vocabulary building skills. The primary thing in learning a language is the acquisition of vocabulary. Therefore, the success in learning English requires vocabulary acquisition. A large vocabulary cannot guarantee the learner's competence but inadequacy of vocabulary will obstruct their chances to succeed in learning English.

According to Lehr et al. (2004), vocabulary as knowledge of words and words meaning both oral and print language and in productive and receptive forms. More specifically, they use it to refer to "kind of word that students must know to read increasingly demanding text with comprehension" Vocabulary seems like an important element in English teaching for slow learner or normal students. Understanding English acquisition depends on how far students able to know about the meaning of sentence or words. In vocabulary mastery, it involves memorizing. It is hard to be done by student. When introducing vocabulary, it should ideally be presented in a context which is familiar to child. It means that, as a teacher, we must be able to choose which material appropriate to our students.

Vocabulary was important that must have mastered by learners in learning English as a Foreign Language. According to (Richard and Renandya, 2002:255) Without extensive vocabulary and strategies in acquiring new vocabulary, learners often achieve less than their potential and may has discouraged from made use of language learning opportunities around them such as listening to the radio, listening to the native speakers, used the language in different contexts, reading, or watching television. It means that the students have the ability in understand

and used the word and meaning. The richer vocabulary the students master, the better they perform their language. By having a limited vocabulary, the students will find difficulties in mastering English skill. By mastering vocabulary, they can shape their English and think that English as one of their subjects at school. So that they can use their English in order to communicate to other people from other countries. By having knowledge of what the purpose is, the mastery of vocabulary could be arranged or designed to reach the goals. The environment supports student in learning English. There were many kinds of vocabulary. There was verb, noun, adjective, and adverb.

Based on the explanation above, it can be concluded that vocabulary is very important in language learning, when we master vocabulary, we can understand the information from the text and we can express our idea. And Mastery means as comprehensive knowledge. Vocabulary mastery does not mean as knowing meaning of vocabulary. It also means that the person is able to recognize, understand and produce the stock of words and their meaning. If the students have mastered the vocabulary, it will help the students to communicate with everyone, make the students understand all information from other countries, and vocabulary also help the students to speak and listen English clearly with native speaker.

2.1.2 Reading Comprehension

Reading is important in the teaching and learning process and in various activities. Reading plays an important role in human life in various activities. Reading can help people get problem solving and as a source of information. In

the world of education, reading is very important, especially for students who want to increase their knowledge and learn something new. Reading is also a person's ability to understand the meaning of symbols contained in written texts. According to Harmer (2001:99), reading positively affects students' knowledge of vocabulary, spelling, and writing. To understand a text, readers must focus on what they are reading in order to understand the text systematically so reading comprehension requires the reader to gain focus during reading.

In addition, Woolley (2011: 15) states that reading comprehension is the process of making meaning from the text to get a thorough understanding of what is explained in the text and to get the meaning of the words or sentences that have been read. Students develop this reading or representation of the meaning of the text during the reading process. That is, the reader must understand the meaning of the paragraph from the reading and what the reader is reading. This makes reading comprehension skills important for students in learning English. To understand the meaning of reading, the reader needs to understand some words. Without adequate vocabulary, it will be difficult for students to understand reading materials or other written sources comprehensively

According to Pang et al. (2003:6), reading comprehension is understanding written texts and is a complex activity that involves perception and thought. Complex activities mean activities that have interrelated parts in text or in this context reading comprehension includes knowledge, strategies and comprehension. Reading is also a process for obtaining, capturing, and understanding the contents of written texts. Reading consists of two related processes, word recognition and comprehension. Word recognition is the process

of how written symbols correspond to a particular language, while understanding is the process of how to understand words and sentences.

Boardman (2007) states that reading comprehension involves more than just the reader's response to the text. Comprehensive reading is a very complex multicomponent process involving many interactions between readers and what they bring to the test (previous knowledge, use of strategies) as well as variables related to the rest of the self (test interest, understanding test type). They must connect reading material with their basic knowledge to have an understanding of the text through reading strategies that are applied by being interested in reading material first, that is the most important thing in carrying out reading activities to achieve the objectives of reading activities, especially in understanding text.

Duffy (2009:14) states that understanding is the root of reading. That is, if students want to know the message of the reading, then students must understand the reading first. Understanding the meaning means that students understand the instructions or the contents of the written text. Reading comprehension can be said as the ability to interpret a written text. So that it will affect students' knowledge in obtaining information from written texts. In addition, the important thing that must be considered in reading activities is the background reader to understand the reading text. Thus, by reading students can also improve their vocabulary to master English well.

Klingner 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). Reading comprehension is explained as understanding new information of what is already known. Prior knowledge is expressed with words. When the meaning of the word is unknown, it means the readers do not have background knowledge. Without background knowledge or the vocabulary that comes with various experiences in learning, the students will not comprehend the content of the reading material which is being read.

Snow (2002:13) also stated that reading comprehension is the process of simultaneously extracting and constructing the meaning itself through interaction and involvement with written language. It will involve the identification and recognition of printed or written symbols which serve as exciting for the recall of meaning built up through the readers' manipulation of relevant concept already in their possession. It means that their prior knowledge is critical to their understanding of what they have read. The reader's background will brings personal meaning to the printed page; in the other hand not all the readers comprehend and understand about the material in exactly and in the same way. The important things that we should consider in reading activity is the reader's background because it can make good sense that to comprehend a story or text, which readers will need a threshold knowledge about the topic. The reader should understand about the text depends on readers supplying enough of the unstated premises to make coherent sense of what is being read.

Cunningham and Shagoury (2005:33) add that reading comprehension is strategies that require the reader to use their life experiences to connect with the texts we read. As we share our thinking in the circle, the need to stay focused and listen deeply to each speaker increases throughout the year. Our learning as a

community depends on our finding ways to respect each other and the different world we come from as well as the ways we each express meaning. The real reading is when the reader able to process the text, understanding the meaning, integrate it with everything that the reader already knows. When the reader express their meaning after reading of something, the reader will be easily answer or comprehend something because reader will relate their comprehension and understanding.

Camille (2008:33) adds that understanding is a process that requires a strategic approach and readers actively construct meaning while reading, they also direct their own understanding by using basic strategies and by monitoring their own understanding. This means that reading to achieve understanding, the right strategy is very important to motivate students to carry out reading activities. The strategy applies in reading activities have a very important role because it is a way for readers to more easily understand the text which can be directed through a series of reading steps included in a strategy. A good strategy will make the reader reach the goal of reading comprehension more easily and will allow the reader to relate his ideas by monitoring their accuracy based on the procedure or strategic steps.

Based on these explanations about reading comprehension, the researcher focuses on the theory proposed by (Woolley 2011:15) which states that reading comprehension is the process of making meaning from texts. The theory means that reading comprehension is the process of understanding the content of the text to obtain general information, specific information, textual references and textual meaning. In addition, by reading students can also increase vocabulary. The more

often students read written texts, students will learn a lot of vocabulary and achieve their goals if students can understand written texts. The purpose and objective of reading can be achieved well by someone who can read well and get the idea from the passage.

2.2 Empirical Review

The empirical review is a review of previous research that is relevant to this study. Empirical review deals with original research, such as scientific experiments, surveys, and studies based on experience and observations rather than systematic logic. Empirical evidence can help researchers avoid unintentional repetition of previous research results and clarify and define research concepts. In the empirical review, the researcher inserts two relevant previous studies. Both theses use an ex post facto research design, which describes reading comprehension. Two interrelated studies used as an empirical review are described as follows:

The first research of this research was conducted by Astini (2020) with the title "The Relationship of Students' Vocabulary Mastery with Reading Comprehension of Class VIII Students of SMPN 1 Ubud in the Academic Field. The purpose of this study was to determine the relationship between vocabulary mastery and reading comprehension of grade VIII SMPN 1 Ubud students in the 2019/2020 school year. The researcher involved 70 samples of class VIII SMPN 1 Ubud students. The purpose of the research instrument was to collect the necessary data about reading comprehension and vocabulary mastery.

In addition, the strength of this research, there was clear theoretical explanation relationship between research variables. Furthermore, the researcher found a significant positive correlation between vocabulary mastery and reading comprehension. Researchers do research well, and also the theories used to support their research are strong and precise. This research used a multiple-choice test to test the vocabulary mastery test and reading comprehension test. Based on the data of the researcher, vocabulary and reading was significant because Sig. 1-tailed (0.000) was smaller than 0.05. The result of this research has been answered that there is a correlation between students' vocabulary mastery and their reading comprehension. Furthermore, there was not only strength but there was also weakness. In the previous research, the researcher provided the scoring rubric without any detail specification in content criteria. Thus, it made the students confused on how to write a good paragraph which fitted the assignment .

The second research was conducted by Meirawati (2020) with the title "The Relationship between Vocabulary Mastery and Reading Comprehension for Class VIII Students of SMPN 2 Sukawati in the 2019/2020 Academic Year". The purpose of this study was to determine the relationship between vocabulary mastery and reading comprehension of eighth grade students of SMPN 2 Sukawati. This study involved 50 students of class VIII SMPN 2 Sukawati. The research instrument used to collect the required data focused on the relationship between vocabulary mastery and reading comprehension. The findings of this study clearly define a strong positive correlation between vocabulary mastery and reading comprehension.

In addition, the strength of previous research lies in its research findings. The findings of previous studies showed a correlation between two variables: vocabulary mastery and reading comprehension. This research used vocabulary assesment tasks and short answer task to test the vocabulary mastery test and reading comprehension test. It mens that there is a significant correlationbetween vocabulary mastery and reading comprehenshion. However, the theoretical review does not explain the specific aspects related to the rubric elements that make the reader unable to know what is being assessed and confuse them. . .

In a general review the result of the data above, those two studies were already good in presenting the data and the finding the correlation between vocabulary mastery and reading comprehension. Both of the result above has different way to get the data and also the sample of this research have a different place and different students. Based on the both previous researches, in the present study, the researcher explained about the types of vocabulary mastery in more detail. Furthermore, in the present study the researcher provided the scoring rubric with detailed specifications by adapting the scoring rubric from Brown (2004).

2.3 Hypothesis

A hypothesis is a true and testable statement about what the researcher predicts will be the results of the study. These are specific and testable predictions of what to expect from a study. The hypothesis is what the researcher predicts there is a correlation between two or more variables. In this study, the researcher used a hypothesis to predict the relationship between vocabulary mastery and reading comprehension of the eight grade students of SMP (SLUB) Saraswati 1

Denpasar in academic Year 2022/2023. Based on the theoretical and empirical review, hypotheses were proposed in this study. The hypothesis that is built related to the research problem can be stated in the following statement.

1. Alternative Hypothesis (H_a): There is a significant relationship between vocabulary mastery and reading comprehension of grade VIII students of SMP (SLUB) Saraswati 1 Denpasar in academic year 2022/2023
2. Null hypothesis (H_o): There is no significant relationship between vocabulary mastery and reading comprehension of eighth graders of SMP (SLUB) Saraswati 1 Denpasar in academic year 2022/2023

