

The Correlation Study Between Vocabulary Mastery and Reading Comprehension of The Eleventh-Grade Students of SMA PGRI Blahbatuh

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Abstract: Reading is one of the language skills which plays a very important part because it concerns about how students can get information from the written text. By strengthening their reading comprehension skill, students 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. Of course, in improving the reading comprehension, students should be able to master vocabulary. By mastering vocabulary in learning language skill, they can catch a lot of important messages that are delivered in the reading text. Therefore, this present study was conducted to explore whether there is any significant correlation between vocabulary mastery and reading comprehension of the eleventh-grade students of the SMA PGRI Blahbatuh in academic year 2021/2022. This present study used correlational research design where the researchers collected the data by giving a test for sample students which consisted of 40 students, and they were chosen randomly by using lottery system. Moreover, the data in the present study was gathered through matching cloze procedure test for assessing students' vocabulary mastery and short-answer test for assessing students' reading comprehension. The results of those tests were tabulated by using SPSS to see the normality and homogeneity of the data. Furthermore, the findings of this research will give the awareness for both teacher and students about the important of mastering vocabulary for enhancing the students' reading comprehension in learning foreign language.

Keywords: correlational research, vocabulary mastery and reading comprehension.

INTRODUCTION

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. [2] states that reading comprehension 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 [9], 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. 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 [11], vocabulary is an important factor in reading. Furthermore, [11] also 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.

[7], 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, [5] 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 researchers interested in conducting research entitled "The Correlation Between Vocabulary Mastery and Reading Comprehension of the Eleventh-grade Students of SMA PGRI Blahbatuh in Academic Year 2021/2022".

In addition, based on what had been described 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 researchers 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 researchers obtain and identify the answer to the research problem accurately. In this case, the researchers were interested in finding out the significant correlation between vocabulary mastery and reading comprehension of the eleventh-grade students in senior high school. The researchers chose SMA PGRI Blahbatuh as the object of the research. Therefore, based on the background of the study which was stated above, the researchers 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?

METHOD

In the present study, the researchers described the overall structure of the present investigation by using an ex-post facto research design which was specified on the correlational research design. Thus, this research consisted of two variables, they are dependent variable and independent variable. According to [4], correlation research investigates the possible relationship between two or more variables. Moreover, correlational research is proper

in the circumstances, considering the present study determines the significant correlation between students' vocabulary mastery and reading comprehension. In the present study, the researchers took the 40 eleventh-grade students of SMA PGRI Blahbatuh in academic year 2021/2022 as a sample. Random sampling was the part of sampling techniques in which each sample has an equal probability of being chosen which was meant to be an unbiased representation of the total population.

In addition, to achieve the stated objectives in carrying out this present study, the researchers developed research instruments. The first instrument was matching cloze procedure test. This test was used to measure the vocabulary mastery of the students. The test scored students' vocabulary mastery through completing the gaps in the texts. The students were given three reading texts, which consisted of 10 gaps for each reading text, so the total gaps in matching cloze procedure text were 30 gaps. The gaps should be filled by choosing the words provided in a box under each reading text. The words provided were depended on the aspects of vocabulary mastery that were limited in the present study. The vocabulary mastery aspects were limited to the words class, including nouns, verbs, adverbs, and adjectives. Every gap was placed randomly based on what kind of words were selected to put.

According to [1], the matching cloze procedure test is usually structured by removing important words for the meaning contained in the second sentence of the text. The first sentence of the text should be left intact to provide contextual support. Then to complete the missing words, the test takers must match the choice of words that have been sorted alphabetically or separately grouped into fours. They have to choose an answer that allows no other gap. In this case, the students had 40 minutes to finish the test. In addition, the scoring system for this test was using the answer key which had been already prepared by the researchers to assess the students' answer of the vocabulary mastery test. Therefore, the highest score which could be gotten was 100 if the students answer all of the questions correctly

Moreover, the second instrument that was used by the researchers was short-answer test in the form of analytical exposition text. The researchers used this test to measure the reading comprehension ability of the students. Five analytical exposition texts were provided to be read by the students, and there were five questions for each text. So, in total, there were 25 questions to be answered by the sample students in 40 minutes. Furthermore, there were some aspects in reading comprehension test which were assessed, they are general information, specific information, textual meaning and textual reference. The students were instructed to answer the questions using a correct vocabulary and grammatical sentence. Thus, the short-answer test had a strong result to measure the students' reading comprehension.

Furthermore, to score the result of the short-answer test, which was done by the sample, must be correct and follow the paragraph. The criteria in this task are the answer related to the information of the text and grammatical structure; therefore, designing a rating scale was needed. Moreover, the answers of the sample were assessed by using the scoring rubric of reading comprehension adopted from [3]; therefore, a difference score appeared based on the scoring rubric which the researchers used. The answer was depended on the grammatically and correct answers of the students

FINDING AND DISCUSSION

Finding

In this present study, the researchers gained the data from the sample students toward matching cloze procedure test and short-answer test. Thus, in this research, the students wrote their answer on the provided answer sheet. The researchers administered the research instruments to the samples which came from the population of the eleventh-grade students of SMA PGRI Blahbatuh in academic year 2021/2022. The population was about 192 students and the researchers took 40 students to be the sample for this research. In selecting the samples of the research, the researchers implied random sampling by using lottery system. The researchers chose the students randomly based on the name which appeared in lottery system. Moreover, the researchers used a directional hypothesis that clearly stated that 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 researchers conducted the present study in the form of ex-post facto research with a correlational design and based on the guideline such as the research instruments' validity and reliability. Those two important parts automatically ensure the research data could be as valid and reliable as possible. The research instruments were used to test the variables as follows: vocabulary mastery and reading comprehension. The first instrument for assessing vocabulary mastery was matching cloze test procedure; besides, the second instrument for assessing students' reading comprehension was in a form of short-answer test. There were 55 items of the research instruments which were divided into two parts, as follows: 30 items for vocabulary mastery test and 25 items for reading comprehension test. Vocabulary mastery that was assessed through cloze task contained four contents of words, such as nouns, verbs, adjectives and adverbs. Moreover, for reading comprehension was tested through

short-answer test which contained general information, specific information, textual meaning and textual references.

The students' works were scored by using answer key and scoring rubric which was adopted from [4]. In doing each test, the students were only given 40 minutes; furthermore, the researchers also explained about the rules of doing the test where those tests were delivered by online. The researchers conducted the research on 4th October 2021 and it lasted for a week in delivering the instruments to the students and collecting the data to the 40 samples. To collect the data that was needed in this present study, the researchers used an online system through Google Classroom for the two instruments due to Covid-19 Pandemic. The link of the Google Classroom which was contained of those tests was shared on students' WhatsApp Group; furthermore, the researchers also explained the rules of doing the tests and the criteria that was assessed through WhatsApp Group. Afterwards, when the samples' works were scored, the researchers started the statistical analysis. In the present study, there were two steps of statistical analysis, as follows: pre-requisite analysis and hypothesis testing.

Normality test is a test which is conducted with the aim of assessing the distribution of data in a group of data variables, whether the distribution of data is normally distributed or not. In this present study, to test the normality of the research, the researchers applied SPSS 25 version for windows. Based on the SPSS interpretation, a low significant value (less than 0.05) indicated that the distribution of the data differed significantly from a normal distribution. In the other words, the data could be categorized as having a normal distribution if the significant value was higher than 0.05. Moreover, it was crucial to see if the distribution of the data were normal for each variable. In addition, the significance of normality test from vocabulary mastery and reading comprehension could be stated that the obtained data were categorized normal since it is higher than 0.05. Moreover, the results of the analysis could be summed up in the following table.

TABLE 4.1
The Summary of Normality Test with Saphiro Wilk Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Vocabulary Mastery	.113	40	.200*	.970	40	.371
Reading Comprehension	.135	40	.063	.956	40	.121

a. Lilliefors Significance Correction

Source: Appendix 4, p. 73. Data Analysis of Normality Test on SPSS 25 Version for Windows, December 2021

Based on the data above, the test which was used in the present study was the formula of Kolmogorov-Smirnov. The basic fundamental of the normality which had been mentioned previously was if the significant value was greater than 0.05 meant that the research data was normally distributed. Meanwhile, if the significant value was smaller than 0.05, the data distribution was not normally distributed. Regarding to the output above, it indicated that the significant value was 0.371 for vocabulary mastery and 0.121 for reading comprehension in which those values were greater than 0.05. Therefore, it could be clearly concluded that the two of research variables were normally distributed.

Homogeneity test is a test that assess whether there are differences in variance between the two groups or more. Homogeneity test was needed to ensure that all of the groups of the samples were homogenous distributed to each other. In homogeneity testing, the researchers needed to know the students' score in both variables. Therefore, in this present study, to calculate homogeneity testing, the researchers applied SPSS 25 version for windows by using Levene's testing. Moreover, the variances were categorized in the SPSS computer program as homogeneous variances if the significant value was higher than 0.05. In the other words, the data can be homogeneously distributed if the significant value was higher than 0.05. The results of the analysis could be summed up in the following table.

TABLE 4.2
The Summary of Homogeneity Test

Group	Levene Statistic	Sig. Value	Conclusion
Vocabulary Mastery and Reading Comprehension	1.396	0.241	Homogeneous

Source: Appendix 5, p. 75. Data Analysis of Homogeneity Test on SPSS 26 Version for Windows, December 2021

Homogeneity testing produces two table, namely the test of homogeneity variance table. In this part, the focus is the test table of homogeneity variance. If the significance value is more than 0.05, then the research data has the homogeneous data. In contrast, if the significance value is smaller than 0.05, the research data is not homogeneous. Therefore, from the data which had been gained as the tables above, we can see that the calculation result of Homogeneity of variance by Levene's testing is found 1.396, it was higher than 0.05 ($1.396 > 0.05$). In addition, it can be concluded that the vocabulary mastery and reading comprehension had same variant in this present study.

After conducting pre-requisite analysis, the next step of researchers was doing a hypothesis testing. Hypothesis testing is a statistical test of the truth of the statement and draw conclusion whether to accept or reject the statement from the researchers. Moreover, the hypothesis testing was an analysis that was used by the researchers by the researchers to accept or reject the directional hypothesis that had been previously stated. The hypothesis from the researchers in this present study was: there is a significant correlation between vocabulary mastery and reading comprehension of the eleventh-grade students of SMA PGRI Blahbatuh in academic year 2021/2022. In the present study, the researchers tabulated the data for hypothesis testing by using SPSS 25 version for windows. Furthermore, the hypothesis testing consisted of two statistical analysis, they were: Pearson product-moment correlation and t-test.

Pearson Correlation or often called as Product Moment Correlation is a statistical test tool used the associative hypothesis (correlation test) of two variables if the data is interval or ratio scale. The first hypothesis testing was administered in order to figure out the correlation between vocabulary mastery and reading comprehension of the eleventh-grade students of SMA PGRI Blahbatuh in academic year 2021/2022. It was done by applying Pearson product-moment correlation. Based on SPSS interpretation, the correlation coefficient could be categorized significant if the significant value is lower than 0.05. However, if the significant value is higher, it means that there is no correlation between the two research variables. To sum up, the results of the Pearson product-moment correlation could be summed up in the following table.

TABLE 4.3
The Pearson Product Moment Correlation test

		Vocabulary	Reading
Vocabulary	Pearson Correlation	1	.474**
	Sig. (2-tailed)		.002
	N	40	40
Reading	Pearson Correlation	.474**	1
	Sig. (2-tailed)	.002	
	N	40	40

** . Correlation is significant at the 0.002 level (2-tailed)

Source: Appendix 6, p. 76. Data Analysis of Pearson Product Moment Correlation on SPSS 25 Version for Windows, December 2021

TABLE 4.4
Product Moment Correlation Index

Interpretation	Product Moment (Value of 'r')
Considered as no correlation	0.00 – 0.20
Low correlation	0.20 – 0.40
Moderately correlation	0.40 – 0.60
High Correlation	0.60 – 0.80
Very high correlation	0.80 – 1.00

From the 40 respondents, the index value of correlation was found to be 0.474. the results of those two calculations (manual and SPSS 25 version for windows calculation) were the same. It means that there was no mismatch in the process of calculating the data. According to the table of interpretation (table 4.4) this number was classified into the medium class of 0.40 – 0.60 which means that there was a medium correlation between two variables. Also, the result of the significance was 0.002 and it was lower than 0.05, it means that the correlation between vocabulary mastery and reading comprehension of the eleventh-grade students of SMA PGRI Blahbatuh in academic year 2021/2022 is positive. In addition, these two data were correlated with each other. It was considered that higher vocabulary mastery of students in reading comprehension, the better skill of comprehending the reading text of students.

The T-test is one of the statistical tests which is used to check the truth or falsity of a null hypothesis which states that between the two-samples means taken randomly from the same population. The researchers tested the hypothesis by applying T-test in order to figure out whether the correlation of the research variables was significant or not. The researchers used paired-samples T-test in which it was used to determine whether the hypothesis was accepted or not. Based on SPSS interpretation, the directional hypothesis could be categorized as significant if the significant value was lower than 0.05. However, if the significant value was higher, it means that the directional hypothesis was rejected. To sum up, the results of the analysis can be seen in the following table.

TABLE 4.5
The Summary of T-test

		Paired Samples Test					t	df	Sig. (2-tailed)
		Paired Differences							
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference						
			Lower	Upper					
Pair 1	Vocabulary - Reading	13.900	18.687	2.955	7.923	19.877	4.704	39	.000

Source: Appendix 7, p. 77. Data Analysis of T-test on SPSS 26 Version for Windows, December 2021

Table 4.5 clearly showed that the level of significance of all group of the data which were analysed by using paired-samples T-test showed that the figure was below than 0.05. Moreover, the result showed the Sig. (2-tailed) was 0.000 and it is lower than 0.05 ($0.000 < 0.05$). It indicated that the directional hypothesis in the present study, "there is the significant correlation between vocabulary mastery and reading comprehension of the eleventh-grade students of SMA PGRI Blahbatuh in academic year 2021/2022" was finally accepted. It could be concluded that the data had already proven that vocabulary mastery was significantly correlated with students' reading comprehension.

Discussion

The present study used ex-post facto research design that was focused on correlational design. The data analysis of the present study led to the establishment of the research findings. Besides, the following discussion was intended to explain the findings of the present study about the correlation between vocabulary mastery and reading comprehension of the eleventh-grade students of SMA PGRI Blahbatuh in academic year 2021/2022. Moreover, based on the research data that were gained in this present study, it showed that the data analysis results showed that 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 research findings indicated that the hypothesis stated there was a significant correlation between vocabulary mastery and reading comprehension of the eleventh-grade students at SMA PGRI Blahbatuh in academic year 2021/2022 was confirmed. In this present study, the statistical analysis showed that the samples who had more vocabulary mastery tended to master reading comprehension than students who were lack of vocabulary mastery. According to the present ex-post facto research results, vocabulary mastery correlated with reading comprehension of the eleventh-grade students at SMA PGRI Blahbatuh. It confirmed that the theory about correlation between vocabulary mastery and reading comprehension is indeed true with significant correlation.

Furthermore, this present study was also supported by [10] and [8]. They convincingly found that there was a correlation between the students' vocabulary mastery and their reading comprehension. It was in line with the present study results that vocabulary mastery and reading comprehension were correlated. Both of the previous studies clearly supported the research findings of the present study. In the other words, these two researchers had proven that vocabulary mastery correlated to reading comprehension. Several factors can influence vocabulary mastery problems; therefore, it can affect students' reading comprehension, especially in analytical exposition text. When students master vocabulary, they could try to put their best efforts and much easier to comprehend the reading text. Furthermore, these researches could be a reference that helps in conducting future research with the similar topic.

[6] state that learners' vocabulary development is an important aspect of their language development. It means that vocabulary is one of the language aspects that should be learned by the students or language learners. It will help them in reading, speaking, listening and writing. In learning vocabulary, automatically, learners have to know the meaning of the words. Therefore, the students who had good vocabulary mastery were easy to construct their ideas, primarily in comprehending the text. From the theory about vocabulary correlated with reading comprehension, the researchers became more convinced that both variables were indeed related to each other. In

line with the theory, the present study showed that vocabulary mastery and reading comprehension correlated. It meant that vocabulary mastery and reading comprehension had a significant correlation.

The research results showed that in terms of criteria of reading comprehension, most samples could understand reading comprehension that fulfilled the criteria: identify general information, specific information, textual meaning and textual references. However, during the data collection process, the researchers found interesting findings related to the ability in writing the answers from the samples. Most of the samples which were highly in vocabulary test can answer the short-answer test of analytical exposition text easier and faster. Besides, they could do their work without asking their friends or teacher. In contrast, samples with low vocabulary scores would find the test was difficult to answer and they take longer time to finish the test. Therefore, those findings can be adapted by future researchers to conduct the similar research.

As what has been explained above, it can be concluded that vocabulary mastery and reading comprehension had a significant correlation. It showed that vocabulary mastery correlated with students' reading comprehension. It could be seen from the results of the hypothesis testing, which was made by using Pearson product-moment correlation and T-test. The present study was in line with the previous study which showed the correlation between vocabulary mastery and reading comprehension. Based on the research findings, it can be concluded that the directional hypothesis which has been previously determined was finally confirmed. In the other words, there is a significant correlation between vocabulary mastery and reading comprehension of the eleventh-grade students of SMA PGRI Blahbatuh in academic year 2021/2022.

CONCLUSION

The research design of the present study was ex-post facto research with correlational design. This study was mainly conducted to figure out the significant correlation between vocabulary mastery and reading comprehension of the eleventh-grade students of SMA PGRI Blahbatuh in academic year 2021/2022. In doing this research, there were two research instruments, they are: matching cloze procedure test and short-answer test which were administered to collect the data. The data that were required in this study were carefully collected. The collected data were analysed by using SPSS 25 version for windows. After collecting the data on the students' vocabulary mastery and reading comprehension, the researchers computed and analysed the data. The data analysis results were namely pre-requisite analysis and hypothesis testing. The data obtained can be said to meet research the research requirements. Based on the data analysis above, it was figured out that 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. It can also be clearly seen from the data that have been carefully collected by administering the valid and reliable research instruments of the present study. Furthermore, the findings of this research will give the awareness for both teacher and students about the important of mastering vocabulary for enhancing the students' reading comprehension in learning foreign language.

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