

The Correlation between Vocabulary Mastery and Reading Comprehension of Students' at the Eleventh Grade of SMA Negeri 1 Palu

Andi Ardini¹, Mochtar Marhum¹, Muhammad Arid¹, Jamiluddin¹

¹Universitas Tadulako Palu, Indonesia

*Correspondence: andiardini14@gmail.com

ABSTRACT

The ability to understand and evaluate written information is known as reading comprehension, while vocabulary mastery is the ability to use words in a language effectively. This study looked at how reading comprehension and vocabulary mastery relate to one another among eleventh-grade students at SMA Negeri 1 Palu. Out of a total population of 534 students in 15 courses, 73 individuals were chosen at random to participate in a correlational study design. Multiple-choice exams with 30 questions for reading comprehension and 50 items for vocabulary mastery were used to gather data. A linearity test, Spearman's rank correlation, and the Kolmogorov–Smirnov test for normalcy were used to analyse the data because of its non-normal distribution. The findings showed a p-value of 0.135 ($p > 0.05$), indicating no significant relationship between reading comprehension and vocabulary competence. A very little positive link was shown by the correlation coefficient ($r_s = 0.177$). Therefore, it can be said that in this particular situation, students' reading comprehension ability is not strongly predicted by vocabulary competence alone.

ARTICLE HISTORY

Published September 1st 2025



KEYWORDS

Correlation, Vocabulary Mastery, Reading Comprehension

ARTICLE LICENCE

© 2025 Universitas Hasanuddin
Under the license CC BY-SA
4.0



1. Introduction

English Language as a Global Communication Tool English. English is a prerequisite that must be mastered if someone wants to continue their education abroad. Mastering English is a necessity to be able to communicate internationally. Many schools around the world have included English in their educational curricula (Rahman & Weda, 2019; Youngsun et al., 2024; Yaumi et al., 2023). Our country, Indonesia, has also implemented it in the education curriculum. This course aims to improve students' ability to employ the four fundamental language abilities of speaking, writing, listening, and reading. This topic also fosters critical thinking and cultural awareness while emphasizing spelling, grammar, and vocabulary comprehension and use.

The capacity to comprehend tasks, follow discussions, and express ideas is all significantly impacted by vocabulary, making it one of the most crucial components of learning a foreign language. A language's lexicon is its most crucial component, claims Saputri (2017). Mandasari (2021) corroborate this, stating that vocabulary is crucial for learning a foreign language as well as for the mother tongue. Without sufficient vocabulary, someone will have difficulty understanding the reading. Often, when reading English texts, readers overlook words that are considered difficult, even though those words might be the core of the reading. Nation (2001) mentioned that adequate vocabulary mastery is an important requirement for understanding a text, and according to Schmitt (2014), understanding 95% of the vocabulary in a text is necessary for someone to comprehend the content well.

One of the key components that determines learning achievement in the field of education is reading comprehension. Reading is key to accessing global information, most of which is available in English. Laufer (2013) added that differences in reading comprehension can be explained by 50-60% due to differences in vocabulary mastery. Thus, the 2013 curriculum seeks to develop students' comprehension of narrative, descriptive, and procedural texts as well as their ability to learn and use new language in daily conversations. This demonstrates how vocabulary acquisition and reading comprehension aid one another in the English language learning process.

Vocabulary expertise is thought to be one element that significantly correlates with reading comprehension ability. Numerous earlier studies have shown a positive association between these two factors; however, the relevance and strength of the correlation often differ based on the study respondents' features, educational background, and setting.

Reading comprehension and vocabulary acquisition are correlated, which poses unique challenges for Indonesian students studying English as a second language (Rahman & Weda, 2018; Ko et al., 2025; Junaid et al., 2023). For students to successfully communicate and comprehend written English texts, vocabulary proficiency and reading comprehension are essential components that are inextricably linked. In this context, teachers face a significant challenge in helping students develop both skills in a balanced manner (Rahman et al., 2019; Jung et al., 2025).

Related to reading, vocabulary mastery can help students develop language skills, both oral and written, to more easily transfer and absorb information, especially in reading comprehension. However, many teachers find it difficult to determine effective teaching strategies to significantly improve students' vocabulary, which ultimately impacts their text comprehension abilities. During the reading process, readers must understand the content of the text, and good vocabulary mastery greatly supports students' reading comprehension skills. This poses a unique challenge for teachers in designing teaching materials and learning approaches that can strengthen both aspects.

The purpose of this study is to demonstrate how closely vocabulary knowledge and reading comprehension relate to one another among SMAN 1 Palu eleventh graders. By examining this relationship, the study seeks to provide empirical evidence that can inform teaching strategies and interventions to improve students' English proficiency. Understanding whether vocabulary knowledge significantly correlates with reading comprehension ability will help educators develop more effective approaches to language teaching.

1.1 Vocabulary Mastery

Vocabulary is a crucial aspect in language acquisition and communication. It is described as a group of words that an individual comprehends and employs to convey meaning. All of the words that make up a language and help with effective communication are referred to as vocabulary (Hidayati, 2017). Insufficient vocabulary makes it hard for students to comprehend communications or communicate their thoughts. According to Richards and Renandya in Ummah (2019), vocabulary promotes other language abilities including speaking, listening, and writing and is a fundamental part of language mastery. Similarly, Rahmah et al. (2023) emphasize that vocabulary mastery plays a foundational role in learning English at elementary, intermediate, and advanced levels. Mastery of vocabulary allows learners not only to understand information from others but also to convey their thoughts more clearly and effectively.

1.2 Word Classes (Parts of Speech)

Part of speech is a category where we place words. Traditionally, this is referred to as part of speech. The meaning of words can often help in placing them into specific categories. According to Muchtar (2017), teaching basic English words is urgent because it will be very useful for students in mastering English. It is indeed true that having many vocabularies can improve their understanding of word meanings. Thus, they can communicate well. To support vocabulary mastery, it is important to know about parts of speech. s. Furthermore, Hustiana (2023) said that there are eight parts of speech: noun, verb, adverb, adjective, preposition, pronoun, conjunction, and interjection. The researcher will only explain based on the research scope.

a) A noun is a part of speech used to name people, places, things, qualities, or actions. Nouns function as the subject and object of verbs. According to Crystal (2003), nouns are the most basic and universal category of words found in almost all languages of the world and serve as the core element in sentence formation. Example of a noun as a subject: "Mr. Aldo teaches English lesson," where "Mr. Aldo" is the subject of the verb "teach". Example of a noun as an object: "I borrow the book in the library," where "book" is the object of the verb "borrow."

b) Adjective is used to modify nouns and pronouns. For instance, we can say, "the film is fascinating". Adjective is divided in six. They are quality (smart, wet, thin, golden, bad, etc), demonstrative adjective (this, that, these, those), distributive adjective (each, every, either, neither), quantitative adjective (some, any, no, little, few, many, much, one), interrogative adjective (which, what, whose, who, whom, where, when, why, how), and possessive adjective (my, your, his, her, its, our, their).

c) Verb is a word that expresses an action or state of being. According to Nur & Adnan, (2020), Verbs are important in English syntactic formation because there would be no grammatical construction without them. Verbs have words that describe actions or activities, statements, events, and processes that are either concrete or abstract. The six categories of verbs are irregular verbs, regular verbs, transitive verbs, linking verbs, auxiliary verbs, and intransitive verbs. The researcher only explains based on the scope that has been determined.

1. Regular verb is a verb that ends with -ed or -d in past tense and past participle. All regular verbs have four forms: base form, -s form, -ed form, and -ing form. Regular verbs are usually easy to remember because their word pattern is regular.

2. Irregular Verb are verbs that do not follow the normal pattern for tense and past participle. They are one of the most difficult parts of modern English because each word is different. Vowel changes occur in various forms. Since there is no definite formula, English speakers must memorize each of their forms. Examples: do, does, did; say, says, said.

1.3 Reading Comprehension

Because it entails deriving meaning from a book, reading comprehension is the main objective of reading exercises. This process includes understanding, interpreting, and responding to written content. Hwang and Duke assert that comprehension is achieved by the interaction of the written text with the reader's existing Hwang & Duke (2020). Using perspective, past experiences, and contextual cues, meaning is constructed. Reading comprehension, according to Siregar and Harida (2021), is a talent that helps pupils comprehend a text's key concepts as well as the connections between them, all of which are essential for successful understanding.

1.4 Levels of Reading Comprehension

Levels of Reading Comprehension is a method that may be used to examine literature. In Marwah Achmad & Sujarwo (2022), Burns states that reading comprehension may be divided into three stages, which are as follows:

a. Literal Reading Comprehension

In reading comprehension, literal comprehension is the first stage. Understanding the reading text requires it. The reader will grasp the fundamentals at the literal level and will skim the material to find the solution to the level's question. The reading text often states it explicitly after that.

b. Interpretive reading comprehension

The reader must go beyond what the author has provided in order to understand it. The reader must be able to feel that the facts are relevant in order to compare, draw conclusions and deductions, and make generalizations. This includes seeing various links, such as cause and effect and the connection of a part to the whole. The skills that pertain to the degrees of interpretation are:

- Understanding the writer's tone, goal, and attitude by using the material presented to support arguments.
- Deducing facts, key concepts, analogies, and causal relationships that aren't expressed in the text directly.

c. Critical Reading

A reading strategy known as "critical reading" pushes students to understand the texts they are reading more deeply. A high degree of text analysis skills is required of the reader at this level. The readers' interpretation and assessment of the text are likewise important, as is their judgment.

1.5 Descriptive Text

A descriptive writing is one that tries to provide the reader a detailed picture of a particular person, thing, or location, often by using vivid imagery. According to Siregar and Harida (2021), descriptive texts serve to provide detailed information to the reader, and are commonly found in various genres, including narratives and biographies. Adam (2017) adds that these texts are often used to describe characters or settings, helping the reader visualize the story. Fitri and Safitri (2022) mention that descriptive texts also support the creation of specific moods or atmospheres, thereby enhancing the reader's engagement with the text.

1.6 The Correlation Between Vocabulary Mastery and Reading Comprehension

Strong correlations exist between vocabulary proficiency and reading comprehension. Hirsch (2003) asserts that if readers are familiar with at least 90% of the words in a document, they may understand its general meaning and even attempt to infer the meanings of unfamiliar terms. According to Yildirim et al. (2011), vocabulary skill has a significant influence on understanding both narrative and expository texts. Furthermore, they discovered that vocabulary was a predictor of reading comprehension skills. Sedita (2005) also supports this view, stating that vocabulary knowledge is a major determinant of how well students comprehend texts. Without sufficient vocabulary, students struggle to grasp

meaning and engage with more complex reading materials. Thus, vocabulary enrichment plays a pivotal role in improving students' overall reading skills and academic success.

2. Methodology

This study used a correlational research design to investigate the relationship between vocabulary mastery (independent variable) and reading comprehension (dependent variable) among 11th grade students at SMAN 1 Palu. The study involved 534 students from 15 classes. To ensure representation across academic streams, 73 students were randomly selected from these groups, namely from class XI MIPA 3 and class XI IPS 3.

The data collection tools included two sets of multiple-choice tests: a 50-item vocabulary test to assess students' vocabulary skills, and a 30-item reading comprehension test to assess their knowledge of written texts. Each accurate response was worth one point, with no points awarded for incorrect or blank responses. Before evaluating the hypotheses, the data were subjected to assumption tests. Normality tests were conducted using the Kolmogorov-Smirnov method, and linearity tests were conducted using SPSS Version 24. Normality tests revealed that the data were not normally distributed, which contradicts one of the assumptions for parametric statistical testing.

As a result, this study used nonparametric statistical analysis, namely Spearman's Rank-Order Correlation, to determine the strength and direction of the relationship between students' vocabulary mastery and reading comprehension ability. This method was chosen because it is appropriate for data that does not conform to the assumption of normality. Correlation analysis attempts to identify whether there is a significant relationship and whether the relationship is positive or negative.

3. Result and Discussion

3.1 Result

Two variables were used in this study. Mastery of vocabulary (X variable) was the first variable, and reading comprehension (Y variable) was the second. Reading and vocabulary assessments were the tools employed in this study. 50 multiple-choice questions made up the vocabulary exam, while 30 multiple-choice questions made up the reading test.

a. Vocabulary Mastery

Afterwards, using data centralization, the students' vocabulary mastery test results were computed using SPSS version 24 as follows: range, lowest value, maximum value, mean, and standard deviation.

Table 1. Results of Descriptive Statistic Vocabulary Mastery

	Descriptive Statistics							
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance	
VocabularyMastery	73	74	24	98	78.85	1.330	11.362	129.102
ReadingComprehension	73	67	33	100	79.66	1.269	10.845	117.617
Valid (listwise)	N73							

Based on the findings of IBM SPSS version 24, the range is 74, the mean is 78.85, the standard deviation is 11.362, the lowest value is 24, and the highest value is 98.

b. Reading Comprehension

The results of the reading comprehension exam that the students took were then computed using SPSS version 24 and data centralization, including range, minimum, maximum, mean, and standard deviation:

Table 2. Results of Descriptive Statistic Reading Comprehension

	Descriptive Statistics							
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance	
Vocabulary Mastery	73	74	24	98	78.85	1.330	11.362	129.102
Reading Comprehension	73	67	33	100	79.66	1.269	10.845	117.617
Valid (listwise)	N73							

According to the findings of IBM SPSS version 24, the range is 67, the mean is 79.66, the standard deviation is 10.845, the lowest value is 33, and the highest value is 100.

c Prerequisite Analysis Tests

In this research, the researcher first tests the assumption of normality and linearity; if the data is found not to be normally distributed and not to be linearity, the researcher will use non-parametric correlation techniques such as Spearman Rank Correlation to measure the relationship between variables.

1. The Normality Test

The researcher utilized SPSS version 20 to do statistical calculation in order to determine if the data was normal. To determine whether or not the collected data had a normal distribution, the normality test is used. The table below displays the results of the normalcy test:

**Table 3. Result of Normality Test
One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		73
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	10.80965126
Most Extreme Differences	Absolute	.142
	Positive	.114
	Negative	-.142
Test Statistic		.142
Asymp. Sig. (2-tailed)		.001 ^c

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.

Data X and Y do not have a normal distribution, according to the Kolmogorov-Smirnov test findings. Table 3's significance level (Asymp. Sig. 2-tailed) of 0.0000 for both, which is less than 0.05, supports this. This is a nol hypothesis that states that data with a normal distribution is analyzed. Accordingly, data X and Y do not violate the assumption of normality, hence the statistical analysis that follows is best conducted using a non-parametric approach or by transforming the data further to eliminate the assumption of a normal distribution.

2. The Linearity Test

To determine if the data was linear, the researcher used statistical computing using SPSS version 24. If the linearity test result in this instance was greater than the significance threshold ($\alpha = 0.05$), it indicates that the data was linear.

Table 4. Regression Linearity Test

		ANOVA Table				
		Sum of Squares	df	Mean Square	F	Sig.
Between Groups	(Combined)	2427.022	17	142.766	1.300	.28
	Linearity	55.342	1	55.342	.504	.481
	Deviation from Linearity	2371.680	16	148.230	1.349	.202
Within Groups		6041.417	55	109.844		
Total		8468.438	72			

There is no significant correlation between variables X and Y, according to the ANOVA analysis's findings. For both linearity and deviation from linearity as well as the whole test, the significance value (Sig.) is higher than 0.05. This indicates that the link between X and Y, whether linear or not, cannot be ascertained. Most of the data variation actually comes from other factors within the group, not from differences between groups.

Table 5. Significance Test

Coefficients ^a						
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	73.573	8.993		8.181	.000
	X	.077	.113	.081	.683	.497

a. Dependent Variable: Y

If Sig. is less than 0.05, it indicates that variable X and variable Y are significantly correlated. As can be seen from the preceding table, there is no significant connection between variables X and Y (Sig = 0.497 > 0.05).

3. Hypotheses Tests

Table 6. Result of Spearman Rank Correlation (Spearman's Rho)

			Vocabulary	Reading
Spearman's rho	Vocabulary	Correlation Coefficient	1.000	.177
		Sig. (2-tailed)	.	.135
		N	73	73
	Reading	Correlation Coefficient	.177	1.000
		Sig. (2-tailed)	.135	.
		N	73	73

A correlation coefficient of 0.177 between reading comprehension and vocabulary mastery was found using the Spearman's rho correlation test, with a significance value (Sig. 2-tailed) of 0.135. Though the association is extremely weak, this positive correlation value shows that there is a very weak positive relationship between vocabulary and reading ability. This means that if vocabulary scores rise, reading scores also tend to rise. This association, however, is not statistically significant since the significance value is higher than 0.05. It may be inferred that there is no meaningful correlation between the reading and vocabulary scores in this group. The value was checked in interpretation of correlation coefficient table from Susetyo (2010, p.118) as follows:

Table 7. Criteria for Evaluation and Interpretation of Correlation Coefficient

Coefficient	Relationship
0.00-0.20	Very low correlation
0.21-0.40	Low correlation
0.41-0.60	Average/medium correlation
0.61-0.80	High correlation
0.81-1.00	Very high correlation

Because the significant value (Sig. 2-tailed) of 0.135 is higher than the frequently accepted significance threshold ($\alpha = 0.05$), it supports this conclusion. There is no statistically significant correlation between vocabulary knowledge and reading comprehension in the examined dataset, hence the null hypothesis (H_0) is accepted in the context of hypothesis testing.

Table 8. Coefficient Determination

Model Summary ^b				
Model	R	R Square	Adjusted Square	RStd. Error of the Estimate
1	.081 ^a	.007	-.007	10.88551

a. Predictors: (Constant), X

b. Dependent Variable: Y

3.2 Discussion

According to the findings of this study, reading comprehension and vocabulary knowledge are closely related in the eleventh grade at SMA Negeri 1 Palu. The descriptive analysis shows that although students' average vocabulary mastery score is 78.85, their average reading comprehension score is somewhat higher at 80. Based on these results, students often possess very good vocabulary and reading comprehension abilities.

A significance score below 0.05, however, indicates that the data do not follow a normal distribution, according to the results of the Kolmogorov–Smirnov normality test. The non-parametric Spearman's Rho test was used to evaluate the correlation between the variables. A very weak positive association was found by the research, with a statistically non-significant correlation coefficient of 0.177 and a significance value of 0.135.

The lack of a linear link between reading comprehension and vocabulary competence is further supported by the linearity test. In other words, reading comprehension scores do not always rise in tandem with vocabulary score gains.

In addition, a hypothesis test using the Pearson Product Moment formula yielded a correlation coefficient of 0.080. According to standard correlation classification, this value falls into the "very low" category. Hence, although there is a slight tendency for higher vocabulary mastery to coincide with improved reading comprehension, the relationship is too weak to be deemed statistically significant. The null hypothesis (H_0) is supported by these results, which show that reading comprehension and vocabulary competence in this group do not significantly correlate.

Based on the findings, it seems that pupils' reading comprehension is not primarily influenced by their vocabulary. While vocabulary is undeniably a crucial element in reading, other variables may play a more substantial role. These may include background knowledge, reading strategies, learner motivation, and the ability to interpret textual meaning

holistically. Therefore, although vocabulary mastery contributes to reading comprehension, it does not, in this case, show a direct and significant effect.

These findings are consistent with the study by Anjani et al. (2022), which examined tenth-grade students at SMK Negeri 1 Manggis. That study reported a correlation coefficient of 0.357, which exceeded the critical R-table value of 0.324. Although statistically valid, the correlation remained within the "low" category, indicating a similarly weak positive relationship between vocabulary mastery and reading comprehension.

4. Conclusion

Drawing from the results of this investigation, it can be said that among eleventh-grade pupils at SMA Negeri 1 Palu, reading comprehension and vocabulary mastery do not significantly correlate. Numerous statistical investigations, such as the Pearson Product Moment and Spearman Rank Correlation tests, which produced very low and non-significant correlation coefficients, confirm this finding. These findings indicate that students with high vocabulary mastery do not necessarily exhibit strong reading comprehension skills, and vice versa.

Furthermore, these results are consistent with previous studies, such as those by Anjani (2022), which also reported a weak or insignificant correlation between students' vocabulary knowledge and their reading comprehension. Therefore, vocabulary mastery alone cannot be considered a strong predictor of reading performance among high school students in this context.

References

- Adam, J. (2017). *Narrative theory and analysis*. Routledge.
- Anjani, N. L. P. I., Marhaeni, A. A. I. N., & Suarnajaya, I. W. (2022). The correlation between vocabulary mastery and reading comprehension of the tenth-grade students of SMK Negeri 1 Manggis. *International Journal of Language Education*, 6(1), 12–21. <https://doi.org/10.26858/ijole.v6i1.29027>
- Crystal, D. (2003). *The Cambridge encyclopedia of the English language* (2nd ed.). Cambridge University Press.
- Fitri, Y., & Safitri, A. (2022). Teaching descriptive text to improve students' writing ability. *Journal of English Language Teaching and Learning*, 3(2), 56–65.
- Hidayati, A. (2017). Vocabulary mastery in language learning. *Journal of English Education Studies*, 1(2), 45–53.
- Hirsch, E. D. (2003). Reading comprehension requires knowledge—of words and the world. *American Educator*, 27(1), 10–29.
- Hustiana, E. (2023). Parts of speech in English grammar. *Journal of English Language and Education*, 5(1), 22–33.
- Hwang, H., & Duke, N. K. (2020). Reading comprehension and its development: Components and processes. *Educational Psychology Review*, 32, 1–25. <https://doi.org/10.1007/s10648-019-09479-1>
- Junaid, S., Muzzammil, A., Mujizat, A., & Andini, C. (2023). Onomatopoeia Variation Among Cultures: An Exploration in Selected Children's Story Books. *ELS Journal on Interdisciplinary Studies in Humanities*, 6(4), 658-664.
- Jung, S., Ko, Y., Kyeongjae, P., Sosrohadi, S., & Rahman, F. F. (2025). Bridging Cultural Gaps: Addressing Translation Issues in Korean Language Expression for Indonesian Learners. *International Journal of Research and Innovation in Applied Science*, 10(3), 1-8.
- Ko, Y., Kyeongjae, P., Jung, S., Sosrohadi, S., & Andini, C. (2025). Revisiting EPS TOPIK: Addressing linguistic and cultural challenges for migrant workers in South Korea. *International Journal of Current Science Research and Review*, 8(2), 904-910.
- Laufer, B. (2013). Vocabulary and reading comprehension: The nexus of two skills. In C. A. Chapelle (Ed.), *The encyclopedia of applied linguistics* (pp. 5985–5993). Wiley-Blackwell.

<https://doi.org/10.1002/9781405198431.wbeal1285>

- Mandasari, B. (2021). The role of vocabulary in language learning. *Journal of English Language Studies*, 6(1), 34–42.
- Muchtar, M. (2017). Teaching basic English words to improve vocabulary mastery. *Journal of Applied Linguistics and Literacy*, 1(2), 78–85.
- Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge University Press.
- Nur, A., & Adnan, M. (2020). The role of verbs in English syntactic formation. *Journal of English Education and Teaching*, 4(1), 23–31.
- Rahmah, N., Sari, R., & Putri, D. (2023). Vocabulary mastery and its influence on English language learning. *Journal of English Teaching and Linguistics*, 7(1), 12–25.
- Rahman, F., & Weda, S. (2019). Linguistic deviation and the rhetoric figures in Shakespeare's selected plays. *XLanguage" European Scientific Language Journal"*, 12(1), 37-52.
- Rahman, F., & Weda, S. (2018). Students' perceptions in appreciating English literary works through critical comment: A case study at Hasanuddin University and Universitas Negeri Makassar. *Asian EFL Journal*, 20(3), 149-172.
- Rahman, F., Abbas, A., Hasyim, M., Rahman, F., Abbas, A., & Hasyim, M. (2019). Facebook group as media of learning writing in ESP context: A case study at Hasanuddin University. *Asian EFL Journal Research Articles*, 26(6.1), 153-167.
- Saputri, R. (2017). Vocabulary as the core of language learning. *English Education Journal*, 5(2), 67–75.
- Schmitt, N. (2014). Size and depth of vocabulary knowledge: What the research shows. *Language Learning*, 64(4), 913–951. <https://doi.org/10.1111/lang.12077>
- Sedita, J. (2005). Effective vocabulary instruction. *Insights on Learning Disabilities*, 2(1), 33–45.
- Siregar, R., & Harida, R. (2021). Reading comprehension and descriptive text in English learning. *Journal of Language and Literature Education*, 2(1), 45–54.
- Susetyo, B. (2010). *Statistik untuk analisis data penelitian*. Refika Aditama.
- Ummah, F. (2019). Vocabulary mastery and language skills. *English Education: Journal of English Teaching and Research*, 4(2), 120–130.
- Yaumi, M. T. A. H., Rahman, F., & Sahib, H. (2023). Exploring WhatsApp as Teaching and Learning Activities during Covid-19/New Normal era: A Semiotic Technology Analysis. *International Journal of Current Science Research and Review*, 6(12), 7627-7634.
- Yildirim, K., Yildiz, M., & Ates, S. (2011). The role of vocabulary knowledge on reading comprehension of Turkish students. *Journal of Reading and Writing*, 24(1), 55–69. <https://doi.org/10.1007/s11145-009-9209-2>
- Youngsun, K., Sosrohadi, S., Andini, C., Jung, S., Yookyung, K., & Jae, P. K. (2024). Cultivating Gratitude: Essential Korean Thankfulness Phrases for Indonesian Learners. *ELS Journal on Interdisciplinary Studies in Humanities*, 7(2), 248-253.