

THE CORRELATION BETWEEN VOCABULARY MASTERY AND READING COMPREHENSION OF THE SEVENTH GRADE STUDENTS OF SMPN 2 KELAYANG IN DESCRIPTIVE TEXT

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Abstract: *The objective of this research was to examine the correlation between vocabulary mastery and reading comprehension of the seventh grade students of SMPN2 Kelayang. A correlational designed was used in this research. The sample of this research is 27 students, it is class 7C selected through using cluster random sampling and recommended by English teacher. The instruments in this research were two kinds of test, they were vocabulary test and reading test, each test consisted of 30 multiple choice. All the data gained in this research was analyzed by using the formulation of Pearson Product Moment Correlation Coefficient. According to the result of the analysis and statistical calculate, Based on correlation calculation it was obtained that the correlation coefficient was 0.553 with a significance of 0.003. The (r-observed) $df = n-2$ ($27-2 = 25$) was 0.323 in the significant level 0.05. There showed that the value of r-observed was higher than r-table ($0.553 > 0.323$) at the level medium correlation. Further, based on the computation coefficient determination, the R square obtained was 0.3058 or 30.58%. It means the relation existing between vocabulary mastery (X) and reading comprehension (Y) as much as 30.58%. In addition, normality test and linearity test also showed that both of the variables were normal and linear since sig. deviation linearity from the output SPSS 23.0 program was higher than the significant 0.05 ($0.025 > 0.05$) and the linearity greater than 0.05 ($0.467 > 0.05$). It can conclude that there was a significant and positive the correlation between vocabulary mastery and reading comprehension of the seventh grade students of SMPN 2 Kelayang in descriptive text. Consequently, it was indicated that vocabulary mastery helps te students to comprehend the text in which students should have sufficient vocabulary that can help them in reading test.*

Key Words: *Correlation, Vocabulary Mastery, Reading Comprehension, Descriptive text*

HUBUNGAN ANTARA PENGUASAAN KOSAKATA DAN PEMAHAMAN BACAAN PADA SISWA KELAS 7 SMPN 2 KELAYANG DALAM TEKS DESKRIPTIF

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Abstrak: Tujuan dari penelitian ini adalah untuk menguji korelasi antara penguasaan kosakata dan pemahaman membaca siswa kelas tujuh SMPN2 Kelayang. Desain korelasional digunakan dalam penelitian ini. Sampel dari penelitian ini adalah 27 siswa, yaitu kelas 7C yang dipilih dengan menggunakan cluster random sampling dan direkomendasikan oleh guru bahasa Inggris. Instrumen dalam penelitian ini adalah dua jenis tes, yaitu tes kosakata dan tes membaca, masing-masing terdiri dari 30 pilihan ganda. Semua data yang diperoleh dalam penelitian ini dianalisis dengan menggunakan formulasi Koefisien Korelasi Pearson Product Moment. Berdasarkan hasil analisis dan perhitungan statistik, Berdasarkan perhitungan korelasi diperoleh koefisien korelasi sebesar 0,553 dengan signifikansi 0.003. Nilai (r -observed) $df = n-2$ ($27-2 = 25$) adalah 0.323 pada taraf signifikan 0.05. Hal ini menunjukkan bahwa nilai r -observed lebih tinggi dari r -tabel ($0.553 > 0.323$) pada tingkat korelasi sedang. Selanjutnya, berdasarkan perhitungan koefisien determinasi, R square yang diperoleh adalah 0.3058 atau 30.58%. Hal ini berarti hubungan yang ada antara penguasaan kosakata (X) dan pemahaman bacaan (Y) sebesar 30,58%. Selain itu, uji normalitas dan uji linearitas juga menunjukkan bahwa kedua variabel tersebut normal dan linear karena nilai sig. deviasi linearitas dari output program SPSS 23.0 lebih tinggi dari signifikan 0.05 ($0.025 > 0.05$) dan linearitas lebih besar dari 0.05 ($0.467 > 0.05$). Hal ini dapat disimpulkan bahwa terdapat hubungan yang signifikan dan positif antara penguasaan kosakata dan pemahaman membaca siswa kelas VII SMPN 2 Kelayang dalam teks deskriptif. Oleh karena itu, diindikasikan bahwa penguasaan kosakata membantu siswa untuk memahami teks dimana siswa harus memiliki kosakata yang cukup yang dapat membantu mereka dalam tes membaca.

Kata Kunci: Hubungan, Penguasaan Kosakata, Pemahaman Bacaan, Teks Deskriptif

INTRODUCTION

English is a widely spoken international language in many different countries. To understand and exchange information, thoughts, and emotions, it's essential to have ways of communicating in English (Knapp & Watkins, 2005; Sujarwo *et al.*, 2022). In today's global world, learning English is crucial, especially if you plan to pursue your education in an English-speaking country (Suyatman & Rachman, 2017). Building complete mastery of English involves three components: vocabulary, grammar, and pronunciation. Thornbury (2002) states Grammar and vocabulary are both crucial for effective communication. 'Without grammar, it is very little can be conveyed, without vocabulary, nothing can be conveyed'

Vocabulary plays a vital role in mastering the English language (Manando, 2016). A person's level of language skills is determined by the quantity and quality of their vocabulary (Tarigan, 2015). Schmitt (2000) stated that a wide ranging vocabulary contributes significantly to language proficiency in reading, listening, speaking, and writing. It means that vocabulary plays a crucial role in language teaching and learning. It is impossible to learn a language without mastering its vocabulary. The initial step to learn English is to master its vocabulary. A strong vocabulary helps students to understand words and makes it easier for them to listen, speak, read and write.

Reading is one of the most important language components that support vocabulary mastery. Schmitt (2000) stated that reading is the foundation to vocabulary enhancement. Students can learn a new language or practice applying the vocabulary they already know by reading. Someone will gain more knowledge as he/she reads more (Sasalia & Sari, 2020). However, mastering reading was not easy. Reading is an interactive activity that involves selecting and comprehending the meaning contained of a text. Therefore, if a person fails to comprehend a text, they will struggle with language acquisition since texts are fundamental to building language skills (Chandran & Shah, 2019). One way to understand a text is through reading comprehension. Reading comprehension is essential for readers as it helps them understand the content of a text (Ifrianti, 2010). In essence, through reading comprehension, readers can grasp the idea conveyed in a text. Therefore, learners need to master reading comprehension. Reading comprehension is considered good if they are able to capture and understand all of the content contained in the reading material.

In Junior High School, according to the curriculum, seventh-grade students are taught descriptive text. Gerot and Wignel (1994) in Noprianto (2017) stated that descriptive text is a form of writing that describes a place, person, animal, or event to readers or listeners. Students who study descriptive text learn about its generic structure, social function, and lexical grammatical features (Mardiyah *et al.*, (2013). Learners should understand that reading comprehension is crucial when reading any type of text, including descriptive texts, as it helps them comprehend concrete information within the text. Reading comprehension and vocabulary mastery are closely linked. Vocabulary mastery is a fundamental aspect of reading comprehension. This statement is in line with William & Price (1998), who states that vocabulary and reading are closely related. According to Guo & Roehring (2011), found that vocabulary significantly influences reading comprehension. It means that students who have a strong vocabulary are better equipped to comprehend English reading texts. Conversely, students with a weak vocabulary may struggle with reading comprehension. So, vocabulary mastery has important role in reading activity.

Based on the result of the interview with one of the English Teacher of SMPN 2 Kelayang and observation when the Field Experience Program (PLP) or teaching practices at SMPN 2 Kelayang, the researcher found: First, most of students seem to be confused about reading because their vocabulary is low and they cannot remember it for a long time most of the students do have not much vocabulary in their minds. Students may struggle to comprehend English texts due to several factors, including a lack of vocabulary, background knowledge, and motivation. One common issue is a limited vocabulary, which can hinder students' reading comprehension and achievement. Students with a smaller vocabulary often have difficulty comprehending texts compared to those with a larger vocabulary. Some students had a large vocabulary but low reading scores, while others with a small vocabulary achieved high reading scores.

Second, some students were unable to answer the questions because they were unfamiliar with many of the words. As a result, they struggled to answer the reading comprehension questions effectively. Most of them seemed disinterested in reading English due to the challenging vocabulary.

Third, some of students lack the motivation to study English and are lazy to read because of the difficult vocabulary they find. When they read long texts, they have trouble comprehending them due to their limited vocabulary. Students with a smaller vocabulary often have difficulty comprehending texts compared to those with a larger vocabulary. Some students had a large vocabulary but low reading scores, while others with a small vocabulary achieved high reading scores. By having and mastering a strong vocabulary, students will be able to comprehend the meaning of words within a given context. This skill can also help students avoid misunderstanding written or spoken texts.

In short, based on the background of the study above, the researcher is interested in conducting research about “The correlation between vocabulary mastery and reading comprehension of the seventh grade students of SMPN 2 Kelayang”.

METHODOLOGY

The writer used quantitative approach to conduct the research. Quantitative research involves collecting and analyzing numerical data through questionnaires, surveys, and statistical techniques to achieve objective measurements (Sugiyono, 2016). In this research, the writer will use correlation design. Creswell (2012) defines correlation as a statistical test used to determine the pattern of consistent variation between two or more variables or sets of data. The first variable in this study is vocabulary mastery, which is represented by X (independent variable), and the second variable is student's reading comprehension in descriptive text, which is represented by Y (dependent variable). The reason for using the correlation design was to determine the strength of the relationship between vocabulary mastery and reading comprehension in the descriptive text of seventh-graders at SMP Negeri 2 Kelayang.

The population of this research was the Seventh grade students of SMPN 2 Kelayang, which consists of four classes. They are; 7A, 7B, 7C, 7D. The total number of the population is 110 students. The researcher used a cluster sample and recommended by the English teacher to be investigated since they considered that their students of this class have good English better than the other classes. There were 27 students (7C) as the sample. The researcher took 7A (28 students) to be used as a try out to test.

The researcher was used tests as an instrument to collect data in this research. In this study, data were collected through multiple choices test. The test was used by the researcher consists of two main tests. There were vocabulary mastery test and reading comprehension test. The vocabulary test questions were adapted from Azizah (2017) and Aprilia (2019) because relevant sources with learning material. There are vocabulary indicators; they are nouns, verbs, adjectives, adverbs, prepositions, articles, pronoun, choice of words, synonyms, and antonyms. The vocabulary mastery test consists of 30 test items. Then, The reading test questions were adapted from English for Nusantara books by Damayanti et al., (2022) and other sources which was suitable with their level. The questions in the descriptive text were designed to identify the main idea, factual information, purpose of text, meaning of vocabulary, making inference, and reference. The reading comprehension test consisted 30 test items.

To analyze the data, after collecting the data to the sample, the results were analyzed by using formula:

- a. For the data of vocabulary mastery and reading comprehension, the score was scored by using Arikunto's formula:

$$S = \frac{r}{n} \times 100$$

Note:

S = Score of test

r = Total of right answer

n = Total items

- b. Calculate the percentage the result of the data of the tests based on students' scores, the percentage described by classification of students' scores.

$$P = \frac{f}{n} \times 100$$

Notes:

P = Percentage

f = Frequency of the score

N = Item of test

As stated by Arikunto (2013), there are five categories in classification the scores as follows:

Classification of students' scores		
No.	Score	Category
1.	80 – 100	Very good
2.	66 – 79	Good
3.	56 – 65	Fair
4.	40 – 55	Poor
5.	30 – 39	Very poor

(Arikunto, 2013, p. 281)

Before the instrument was used in the tests, the researcher tended to make sure that the instruments valid and reliable by using the SPSS 23.3 program. In addition, the normality test was used to assess the normal distribution of the data. It aims to find out whether the sample has a normal distribution or not (Gani, 2015). Furthermore, the Sig. deviation from the linearity value indicates whether the data used is linear. linear regression can be used to explain the influence of the existing variables (Widhiarso, 2010).

- c. After that, the correlation between vocabulary mastery and reading comprehension in descriptive text was calculated by using Pearson product moment formula (Sugiyono, 2017). However, the writer tended to use SPSS 25.0 in calculating the data, but manually, the formula can be seen as follows:

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2\} \{n\sum y^2 - (\sum y)^2\}}}$$

- r_{xy} = The correlation coefficient between X and Y
 n = The number of sample
 x = The score of vocabulary test
 y = The score reading comprehension test
 $\sum x$ = The total of score vocabulary mastery test
 $\sum y$ = The total of score reading comprehension test
 $\sum xy$ = The sum of students' vocabulary mastery test score and reading comprehension test score.

(Sugiyono, 2017)

FINDINGS AND DISCUSSION

Result

Analysis Descriptive statistics of Vocabulary Mastery

1. Analysis Descriptive Statistics

Table 1. Descriptive Statistics of Vocabulary Mastery and Reading Comprehension

Descriptive Statistics									
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Std. Error	Variance
Vocabulary Mastery	27	33	57	90	1922	71.19	1.804	9.373	87.849
Reading Comprehension	27	34	53	87	1771	65.59	1.881	9.775	95.558
Valid N (listwise)	27								

From the table 1 above, it was found that the higher score of vocabulary mastery is 90 and the lower score is 57. The mean of the student's vocabulary mastery is 71.19 which are classified as good category and standard deviation is 9.373. Meanwhile, the higher score of reading comprehension is 87 and the lower score is 53. The mean of reading comprehension is 65.59 which are classified as fair or enough category and standard deviation is 9.775.

2. The Analysis of Level Students' Vocabulary Mastery

Table 2. Distribution of Students' Vocabulary Mastery Test Score

Score	Category	Frequency	Percentage
80 – 100	Very good	6	22%
66 – 79	Good	8	30%
56 – 65	Fair	13	48%
40 – 55	Poor	0	0%
30 – 39	Very poor	0	0%
Σ		27	100%

(Arikunto, 2013, p. 281)

Based on the table 4.2 above, the English vocabulary mastery of seventh-grade students at SMP Negeri 2 Kelayang varies. 22% or 6 students achieved a very good score (80-100), 30% or 8 students achieved a good score (66-79), and 48% or 13

students achieved a fair score (56-65). In conclusion, the English vocabulary mastery of seventh-grade students at SMPN 2 Kelayang can be considered fair.

3. The Analysis of Level Students' Reading Comprehension in Descriptive Text

Table 3. Distribution of Students' Reading Comprehension Test Score

Score	Category	Frequency	Percentage
80 – 100	Very good	3	11%
66 – 79	Good	3	11%
56 – 65	Fair	14	52%
40 – 55	Poor	7	26%
30 – 39	Very poor	0	0%
Σ		27	100%

(Arikunto, 2013, p. 281)

Based on the table 4.3 above, it shows that the reading comprehension descriptive of seventh-grade students at SMP Negeri 2 Kelayang varies. 11% or 3 students achieved a very good score (80-100), 11% or 3 students achieved a good score (66-79), and 52% or 14 students achieved a fair score (56-65). Then, 26% or 7 students achieved a poor score (40-55). In conclusion, the English vocabulary mastery of seventh-grade students at SMPN 2 Kelayang can be considered fair.

4. The Correlation between Students' Vocabulary Mastery and Reading Comprehension in Descriptive Text

The main goal of this research was to find out whether or not there was a significant correlation between vocabulary mastery and reading comprehension of the seventh grade students of SMPN 2 Kelayang in descriptive text. To analyze the data, the researcher using formula of Pearson Product Moment was applied by using SPSS 23.0. The result of correlation analysis can be represented in the table below:

Table 4. The Calculation of Pearson Product Moment Correlation

Correlations		Vocabulary Mastery	Reading Comprehension
Vocabulary Mastery	Pearson Correlation	1	.555**
	Sig. (2-tailed)		.003
	N	27	27
Reading Comprehension	Pearson Correlation	.555**	1
	Sig. (2-tailed)	.003	
	N	27	27

Based on the correlation calculation it was obtained that the correlation coefficient was 0.553 with a significance of 0.003. The (r-observed) $df = n-2$ ($27-2 = 25$) was 0.323 in the significant level 0.05. There showed that the value of r-observed was higher than r-table ($0.553 > 0.323$) at the level medium correlation. Further, based on the computation coefficient determination, the R square obtained was 0.3058 or 30.58%. It means the relation existing between vocabulary mastery (X) and reading comprehension (Y) as much as 30.58%.

In addition, normality test and linearity test also showed that both of the variables were normal and linear since sig. deviation linearity from the output SPSS 23.0 program was higher than the significant 0.05 ($0.025 > 0.05$) and the linearity greater than 0.05 ($0.467 > 0.05$).

Based on the result of Pearson Product Moment formula, it can conclude that there was a significant and positive the correlation between vocabulary mastery and reading comprehension of the seventh grade students of SMPN 2 Kelayang in descriptive text.

Discussion

The findings in this research shown that there was a significant the correlation between vocabulary mastery and reading comprehension of the seventh grade students of SMPN 2 Kelayang in descriptive text. The result was gotten from collecting and analyzing the data taking from test. There are two types of test, namely; vocabulary test and reading test. In this research, the writer using Pearson Product Moment formula to calculate of the data used to know the correlation of them.

From the data calculation of the student's vocabulary mastery test, it can be showed that the lowest score was 57 and the highest score was 90. There were 22% or 6 students who acquired a very good scores (80-100), 30% or 8 students who acquired a good scores (66-79), 48% or 13 students who acquired a fair scores (56-65). So, the highest percentage was the criteria of fair with the percentage 48%.

After that, the researcher also analyzed the student's reading comprehension in descriptive text. It can be seen that the lowest score was 53 and the highest score was 87. There were 11% or 3 students who acquired a very good scores (80-100), 11% or 3 students who acquired a good scores (66-79), 52% or 14 students who acquired a fair scores (56-65), and 26% or 7 students who acquired a poor scores (40-55). So, the highest percentage was the criteria of fair with the percentage 52%.

The result of statistical calculation using the Pearson Product Moment correlation obtained the calculated that the score of correlation coefficient obtained is 0.553 which is in the interval of 0.40 – 0.599 which is categorized a medium correlation and direction correlation is positive correlation. The value of significant generated Sig. (P value) $0.003 < \alpha = 0.05$. It means that there is a significant correlation between vocabulary mastery and reading comprehension. The coefficient determinant which is got about 30.58% this value indicates that student's vocabulary mastery gave contribution to the reading comprehension in descriptive text. Then, it can be determined that the other 69.42% of students' reading comprehension is contributed to other factors. Alternative hypothesis (H_a) was accepted, it means that there was positive correlation between vocabulary mastery and reading comprehension of the seventh grade of SMPN 2 Kelayang in descriptive text. In other words, the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted.

The result of this study supported the previous research conducted by Reskiawan and Syam (2019), the result shows that there is a significant correlation between pupils' vocabulary competence and reading comprehension, indicating that students who have better vocabulary mastery also tend to have better reading comprehension skills. It was also supported by Ekaningsih and Furoida (2022), in their research the result of the research showed that there was a strong correlation between vocabulary mastery and descriptive reading ability among the students. This means that there was a high level of correlation between vocabulary mastery and descriptive reading ability. Then, also supported by Endah Dwi Lestari (2018) entitled "The Correlation between Students' Vocabulary Mastery and Reading Comprehension of The Eleventh Grade Students of SMAN 5 Palu" There is a substantial relationship between students' vocabulary competence and reading comprehension at the eleventh grade students of SMAN 5 Palu, according to the findings. Furthermore, by Dasep Samsul Bahri (2018) in IKIP Siliwangi University entitled "The Correlation between Students' Vocabulary Mastery and Their Reading Comprehension at The Seventh Grade Students' of MTs Daarul Ihsan". The goal of this research is to see if there is a relation between vocabulary competence and reading comprehension in learners. The findings revealed that students' vocabulary competence and reading ability were highly correlated. In short, this research has similar result with other study. Based on the result of vocabulary mastery and reading comprehension test, it was indicated that there is positive correlation and significant student's vocabulary mastery and reading comprehension. The more vocabulary a student has, the better their reading comprehension will be. This supported by Sedita (2005), vocabulary knowledge is crucial in reading comprehension and determining how well students grasp the texts.

Based on the explanation, alternative hypothesis was accepted and null hypothesis was rejected. The researcher proved that there was significant and positive correlation between vocabulary mastery and reading comprehension of the seventh grade students of SMPN 2 Kelayang.

CONCLUSION AND RECOMMENDATIONS

Conclusion

After conducting the research entitled “The Correlation between Vocabulary Mastery and Reading Comprehension of the Seventh Grade Students of SMPN 2 Kelayang in Descriptive Text”, the researcher can conclude that based on the previous researches and what the researcher had conducted about this research proven there was correlation between students’ vocabulary mastery and reading comprehension. The result of analysis of the students’ vocabulary mastery test, the minimum score was 57 and the maximum score was 90. From the calculation the score that there was 22% or 6 students got a very good score (80-100), 30% or 8 students got a good score (66-79), and 48% or 13 students got a fair score (56-65). The average score of the English vocabulary mastery of the seventh grade students of SMPN 2 Kelayang is fair. It showed about 48% or 13 students get the score between the ranges of 56 - 65. It is categorized in fair. Then, the result of the students’ reading comprehension in descriptive text, the minimum score was 53 and the maximum score was 87. There were 11% or 3 students got a very good score (80-100), 11% or 3 students got a good score (66-79), 52% or 14 students got a fair score (56-65), and 26% or 7 students got a poor score (40-55). The average score of students’ reading comprehension of the seventh grade students of SMPN 2 Kelayang in descriptive text is fair. It showed about 48% or 13 students get the score between the ranges of 56 – 65. It is categorized in fair. The result of correlational data showed that r -observed coefficient was higher than r -table ($0.553 > 0.323$) in two tailed testing at 0.05 of significant level. In addition, based on the calculation of coefficient determination the contribution of vocabulary mastery for reading comprehension was as much as 30.58%. It means students’ reading comprehension was influenced by vocabulary mastery as much 30.58% and the rest percentage was caused by other aspects. It can conclude that the results of data analysis showed that students’ vocabulary mastery correlates with reading comprehension at SMPN 2 Kelayang.

Recommendations

Based on the findings, the researcher proposed suggestions that can be considered. For the teacher, the teacher should supports and motivation students to get input of vocabulary to facilitate comprehension of reading. Teachers should choose materials that are suitable for their students. Selecting materials or texts that are appropriate for the student's grade level and vocabulary will help the students better understand the content. So, the students should realize the importance of reading comprehension in learning English and take advantage of reading texts to improve their ability to comprehend English text increase their vocabulary and their comprehension in reading text. For students, the level of students’ vocabulary and students’ reading comprehension in this study is fair. Mastering vocabulary is essential for developing good reading skills. Students who still have low mastery of vocabulary and reading comprehension are suggested to focus more on learning English. They also need to practice their knowledge more than before. In addition, using a dictionary is suggested to help the students enrich their vocabulary mastery. The last, it is recommended that

future researchers investigate the correlation between students' English skills, such as listening, speaking, or writing. It is important to select aspects or indicators based on the curriculum taught at the school. The researcher hopes that the study's results can serve as a reference for future research on vocabulary mastery and reading comprehension in students at different levels.

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