

The Vocabulary-Reading Link in Grade 7 Students

Kris Darlin L. Lubguban*, Eugenia N. Sedillo

Foundation University, Dumaguete City, Negros Oriental, Philippines

*Corresponding Author Email: krisdarlin.lagarde@deped.gov.ph

Date received: May 8, 2024

Date revised: June 14, 2024

Date accepted: June 18, 2024

Originality: 98%

Grammarly Score: 99%

Similarity: 2%

Recommended citation:

Lubguban, K.D., & Sedillo, E. (2024). The vocabulary-reading link in grade 7 students.

Journal of Interdisciplinary Perspectives, 2(7), 823-830. <https://doi.org/10.69569/jip.2024.0188>

Abstract. Vocabulary mastery plays a critical role in language development. This study examined the relationship between vocabulary mastery and reading competence among Grade 7 students. A descriptive-correlational research design was utilized, with data collected through a survey questionnaire. Systematic sampling was employed to select 180 students from three secondary schools in District 10 of the Bayawan City Division. The study assessed vocabulary mastery in terms of meaning, grammar, spelling, and pronunciation, while reading competence was evaluated through word recognition level assessments. The results indicated significant variability in vocabulary mastery. Comprehension was the most challenging area, with most students categorized as "Did Not Meet Expectations." Conversely, pronunciation was the strongest skill, with the majority achieving "Satisfactory" results. Grammar and spelling scores were categorized as "Fairly Satisfactory." Additionally, a substantial portion of students demonstrated frustration-level reading competence. Crucially, the study found a strong correlation between vocabulary mastery and reading competence, underscoring their interdependence. These findings suggest that targeted interventions focusing on vocabulary development can significantly enhance the reading skills of Grade 7 students, ultimately leading to greater language proficiency and academic achievement. The results also highlight the importance of early implementation of vocabulary development programs to potentially prevent reading difficulties by Grade 7.

Keywords: Vocabulary mastery; Reading competence; Reading ability; Word reading level.

1.0 Introduction

Strong vocabulary mastery plays a vital role in language development, fostering not only reading comprehension but also effective communication (Andriani & Sriwahyuningsih, 2019). However, there is a growing concern on the decline in reading proficiency among Filipino students (Librea et al., 2023). Aside from this, the onset of the COVID-19 pandemic has further exacerbated this issue, with researches highlighting its different disruptions to learning and its negative impacts on the students' reading skills (Kuhfeld et al., 2022; Domingue et al., 2021).

The Philippines is not alone in facing this challenge. Studies suggest a link between the students' reading performance and in-person learning (Goza, 2023). Lagarto's (2021) study, using the Philippine Informal Reading Inventory (Phil-IRI), found a significant number of Grade 7 students struggling with word recognition both in English and Filipino. In response to this, the Department of Education (DepEd) has implemented various initiatives to address this. Hence, the implementation of the "Every Child is a Reader" program and the "Catch-Up Fridays", with its "Drop Everything and Read" (DEAR) flagship activity, aimed to cultivate the students' reading and appreciation skills (Llego, 2018).

Despite these efforts, many students still continue to face reading difficulties. This study examines the vocabulary mastery and reading competence of Filipino students in the post-pandemic "new normal" setting. It focuses on vocabulary knowledge encompassing meaning, grammar, spelling, and pronunciation which are all crucial aspects that influence reading competence.

While numerous studies have investigated reading proficiency in the post-pandemic era (e.g., Librea et al., 2023), there remains the need of a research that explores effective strategies to improve vocabulary and reading skills in this new educational landscape. This study addresses this gap by examining the relationship between vocabulary mastery and reading competence among Grade 7 students in the Philippines.

2.0 Methodology

This study employed a descriptive-correlational design to investigate the relationship between vocabulary mastery and reading competence among Grade 7 students. The study was conducted in the three junior high schools belonging to District 10 of Bayawan City. The respondents of the study were the 180 randomly selected Grade 7 learners from a total population of 296 coming from the three junior high schools of District 10 in the Division of Bayawan City. The Philippine Informal Reading Inventory (Phil-IRI) was used to assess the word reading level. A researcher-developed questionnaire was employed to measure vocabulary mastery. The following scales are used to describe the students' vocabulary mastery:

The research process commenced by conducting a dry run involving 30 students. This happened after the researcher had obtained the approval from the schools and the informed consent from the participants. Data were gathered through the administration of the research instruments. To uphold the research's integrity, all amassed data were diligently forwarded to the statistician for a comprehensive data treatment and analysis. Ethical considerations were upheld all throughout the study. Informed consent was obtained from the participants and the confidentiality of data was maintained.

3.0 Results and Discussion

3.1 Vocabulary Mastery of the Students

Based on the findings presented in Table 1 below, the mastery of meaning emerges as the most significant challenge among the four components. The majority of the students (68.33%) fall into the "Did Not Meet Expectations" category. This indicates substantial difficulties in understanding word meanings. It is noticeable that this percentage is notably higher as compared to the other components. Thereby, the results indicate that most of them struggled to understand word meanings, with over two-thirds falling below satisfactory levels. Finally, only a few students achieved higher ratings, suggesting a widespread difficulty in mastering this aspect of language learning.

Table 1. Descriptive statistics of the vocabulary mastery of the students (n = 180)

Rating	Meaning		Grammar		Spelling		Pronunciation	
	f	%	f	%	f	%	f	%
90 – 100	2	1.11	32	17.78	20	11.11	61	33.89
85 – 89	8	4.44	10	5.56	14	7.78	29	16.11
80 – 84	21	11.67	42	23.33	33	18.33	27	15.00
75 – 79	26	14.44	29	16.11	29	16.11	11	6.11
≤74	123	68.33	67	37.22	84	46.67	52	28.89
Mean	72.86 (DNME)		78.68 (FS)		76.92 (FS)		82.52 (S)	
SD	6.54		8.87		8.35		11.61	

A similar finding was manifested in the study of Andriani and Sriwahyuningsih (2019). They found that some students continue to struggle with understanding the meanings of new vocabulary words which indicates ongoing difficulties in mastering vocabulary. They found it challenging to define unfamiliar words and had trouble matching words with their synonyms, even though this is typically considered as a relatively straightforward activity for recognizing word meanings.

Also, Vu and Peters (2021) showed that a very small proportion of the students are considered to have mastered vocabulary meanings. Additionally, the study found that students from the rural areas have much less vocabulary knowledge as compared to those from the urban areas. This difference could be due to various factors such as how much they are exposed to English, the kind of support they got from their parents, their personal goals and motivation for learning English, and the type of resources available to them.

In the same manner, the study of Nurchurifiani et al., (2021) showed that a significant number of students had a low performance in word meaning. These difficulties stemmed from their limited vocabulary. They struggled to

understand the meaning of the text they were reading because they did not know enough words. This aligns with the findings of Fatima (2020), which general word meaning test results showed the students performing in the below average level. In fact, only 10% of students passed that particular test which highlights the need for improved vocabulary development strategies.

Meanwhile, the vocabulary mastery of the students across the different components shows that in grammar mastery, the mean is 78.68, which means it falls within the "Fairly Satisfactory" range. This indicates that, on the average, the students have a decent grasp of grammar concepts. The data further reveal that only a small proportion achieved the rating of "Satisfactory" which is 23.33% and above. This is in line with the results of the study of Amelia et al. (2019), which revealed that most of the students were poor in grammar mastery. It also showed that only a small percentage of the students demonstrated excellent proficiency in grammar.

In addition, Muhamad et al. (2023) claimed that there was not a single student in the seventh grade who passed. Students always found and considered English too difficult, both when asked to read assigned texts provided by their teachers and during active teaching and learning sessions. However, these results contradicted those of Andriani et al. (2019), which pointed out that the students' performances in grammar mastery varies. Thus, some students had demonstrated adequate proficiency in grammar, while there is also evidence that suggested that a portion of the student population experienced difficulties in mastering grammar concepts.

A considerable number of students (46.67%) did not meet expectations in spelling. Spelling proficiency among students appears to be a significant area of concern as nearly half of the students fall into the "Did Not Meet Expectations" category. This suggests a widespread challenge in accurately spelling words. The overall distribution indicates the need for targeted interventions to improve spelling skills across the student population.

This result is affirmed by Totto and Ramos (2021), who stated that many students continue to make spelling mistakes in their written works. This was due to the students' insufficient exposure to the vocabulary terms. Insufficient exposure to various words and their correct spellings may hinder the students' ability to accurately recall and use them in their writing. Andriani and Sriwahyuningsih (2019) further stated that students often struggle with vocabulary because they have difficulty with spelling. This becomes evident when students are asked to spell words from jumbled letters. Spelling English words can be tricky because their pronunciations do not always match their spellings. This mismatch makes it challenging for students to spell unfamiliar words correctly, especially when they hear them for the first time.

Based on the results, pronunciation stands out with a mean score of 82.52%, which falls within the "Satisfactory" range. This indicates that students, on the average, demonstrate good pronunciation skills and understanding, showing relative strength compared with the other components. This finding is parallel to the result of the study of Omar et al. (2022), which emphasized that a significant number of students struggled with reading English words correctly before receiving oral reading intervention. Some students were identified as very poor readers, requiring extra help and practice to improve their pronunciation skills. However, only a small percentage of learners were already proficient readers before the intervention. This highlights the importance of English teachers closely addressing the needs of all learners to ensure that they develop strong reading skills.

In addition, Mella (2020) stated that in Filipino language learning, some sounds from other languages can be difficult for learners to pronounce correctly. The respondents often struggle with sounds like /v/, /b/, /p/, /f/, /θ/, and /ð/, as well as vowels like /æ/, /i/, /ɪ/, and /ε/. These difficulties stemmed from the fact that these sounds are not present in the ABAKADA alphabet, which is the traditional Filipino alphabet. Among these sounds, the "th" sounds (/θ/ and /ð/) are particularly challenging because they involve sounds called diphthongs which are sounds created by joining two vowel sounds in a single syllable.

Diphthongs are distinct from sounds like "th" because they involve vowels, whereas "th" is a consonant sound. The "th" sound itself is not present in Tagalog, which is the main language spoken in the Philippines, and thus the ABAKADA alphabet does not include a letter to represent it. In addition, students tend to have more trouble with consonants than vowels because they might not correctly produce the sounds if they are not aware of how they

should sound. This difficulty arises, especially when they fail to properly aspirate, or breath out the sounds, during pronunciation.

Furthermore, Meldi's (2024) study indicated that certain words pose challenges in pronunciation and learning, particularly those containing sounds unfamiliar to specific groups of students. These words, termed potentially difficult, typically feature sounds that may not be commonly encountered in the student's native language. As a result, individuals might find it more challenging to correctly articulate and memorize such words. The presence of unfamiliar sounds can significantly hinder the learning process, particularly for individuals who are not accustomed to encountering or reproducing those specific phonetic elements. Thus, words with unique or uncommon sounds represent problems that should be hurdled by the learners.

3.2 Reading Competence of the Students

The reading competence of the students was measured through their word reading miscues and reading time. To identify the reading competence of the students, the researcher used the Word Reading Level tool in the Phil-IRI.

Table 2. Descriptive statistics of the reading competence based on the Phil-IRI of the students (n = 180)

Rating	Reading Competence	Frequency	%
97 - 100	Independent	33	18.33
90 - 96	Instructional	51	28.33
89 and below	Frustration	96	52.34
	Total	180	100.00
	Mean	83.67 (Frustration)	
	SD	14.67	

The data in Table 2 indicate that a large proportion of students (52.34%) fall under the frustration level in reading competence, whereas smaller percentages of them are classified as either Independent (18.33%) or Instructional (28.33%) readers. The mean reading competence score falling within the Frustration category underscores the general difficulty that students faced in reading a text. This suggests a need for targeted interventions and support to improve the students' reading skills. Additionally, the relatively high standard deviation implies that there is a considerable variability in reading competence among the students, highlighting the diverse needs and challenges within the group that should be addressed through tailored approaches to instruction and support.

A similar finding was also manifested in the work of Romey and Zabala (2023). The data from the said study indicated that students, regardless of whether they attend big schools or small schools, predominantly exhibited frustration reading levels, with a few at the instructional level and almost none at the independent level. The percentages for independent, instructional, and frustration reading levels are quite similar between big and small schools. This suggests that the school size does not significantly impact the reading proficiency of students.

Likewise, Dela Cruz and Recillo's (2021) study showed that the oral reading ability of the Grade 7 students in English indicated that their overall ability is at the frustration level. Almost all students, or 99.3%, fell into this category and only one student fell within the instructional level. This suggests that most students read slowly, often stopping and struggling to decode words. Their oral reading was halted from time to time because they could hardly decode the words and this caused an extension in their reading time. Misanes and Pascual (2023) also agreed with this claim, asserting that 98.7% of the student respondents fell under the "Frustration" level. In the Phil-IRI, the Frustration level is the lowest level, qualitatively described as the level at which readers find reading materials so difficult that they cannot successfully respond to them.

Considering these findings, the current study contradicts the results of the research conducted by Cadiz-Gabejan and Quirino (2021). Their study showed that a large portion of students fell under the "instructional" category, indicating that they likely understood the material well. However, another group was classified as experiencing "frustration," suggesting they found the material difficult. The rest were labeled as "independent", implying they could handle tasks on their own. This breakdown provides an overview of the different performance levels among the students surveyed. Moreover, Arca (2024) strengthens the claim of his study by concluding that students in the schools of the Subic district tend to understand and use words effectively (recognition fluency), comprehend what they read, and have a good grasp of vocabulary. Therefore, on the average, the students in these schools are doing well in these areas of language learning.

In addition to what the previous studies revealed, Fabella and Abaoag (2023) also disclosed that students recognized words when they read. It was discovered that most students were at a level where they could recognize most of the words they encountered. Another group struggled a bit more, recognizing fewer words correctly. A smaller subset of students excelled, recognizing almost all the words they read accurately. In essence, while most students could recognize most words, some had more difficulty, and only a few were exceptionally skilled at word recognition.

3.3 Relationship Between Variables

Table 3 reveals the data for identifying the relationship between the students' vocabulary mastery and their reading competence as measured by the PHIL-IRI tool used. Since the data are non-normal, Spearman's Rank Order Correlation is applied. As shown, all p-values are less than the level of significance. This means that a significant relationship (all p-values <.001) exists between the reading competence of the students and the following areas covered in vocabulary mastery: grammar, meaning, spelling, and pronunciation.

Table 3. Analysis for the relationship between the students' vocabulary mastery and the students' reading competence (n = 180)

Reading Competence and...	r_s	p-value	Decision	Remark
Meaning	0.480	<.001	Reject H_0	Significant
Grammar	0.726	<.001	Reject H_0	Significant
Spelling	0.673	<.001	Reject H_0	Significant
Pronunciation	0.747	<.001	Reject H_0	Significant

Concerning meaning, a moderate ($r_s = 0.480$) and significant relationship was identified. This result is in line with what Lawrence et al., (2022) said, that skilled readers tend to have a better grasp of word meanings than struggling readers, regardless of the specific characteristics of the academic words. Words with multiple meanings were generally easier for all students. The connection between word frequency and item difficulty was stronger among better readers, whereas the relationship between word complexity and item difficulty was stronger among less proficient readers.

Fadi (2019) demonstrated a clear link between the extent of vocabulary knowledge and reading proficiency. A larger vocabulary is identified as a significant predictor of one's capability to effectively engage with written texts, highlighting a strong connection between vocabulary size and reading skills. Also, as emphasized by Arita and Zubaidah (2019), the more words a student knows, the better he or she is at reading. The relationship between knowing words and reading well is very strong, which means that they go hand in hand. Therefore, if a student has a good grasp of vocabulary meaning, he or she is likely to be a good reader, too. Furthermore, a limited understanding of word meaning can discourage students from enjoying reading because of the challenges they face in understanding the content of the reading materials.

In the area of grammar, a strong ($r_s = 0.726$) and significant relationship is revealed. This finding is parallel to the results of the study of Amelia et al. (2019), which showed that there is a strong link between how well students know grammar and how well they speak. This means that when students have a good grasp of grammar, it tends to positively impact their speaking abilities. Additionally, Utama (2024) stated that grammar mastery is crucial for creating sentences that others can easily understand, whether in writing or speaking. This means understanding how words fit together in sentences and following the rules of grammar. Just as grammar mastery is essential for comprehensible expressions in writing, it also plays a significant role in speaking clearly. Hence, whether it is reading ability or speaking ability, understanding grammar well is key to effectively communicate one's thoughts and ideas.

Furthermore, Mildan et al., (2021) highlighted a challenge faced by students regarding grammar and reading skills. Students seem to struggle with reading texts accurately because of difficulties with grammar. This means that there is a connection between how well students can communicate verbally and how well they have mastered the rules and principles of grammar. In other words, students who are proficient in oral communication tend to have a good understanding of grammar, and those who have a strong grasp of grammar are more likely to communicate effectively in spoken language.

On the contrary, however, Khairanis et al., (2023) suggested that proficiency in grammar does not necessarily lead to improved reading skills in a particular group of students. Hence, the way grammar is taught or emphasized in the curriculum might not effectively support the development of reading skills.

Considering the area of spelling, a strong ($r_s = 0.673$) and significant relationship is unveiled. This finding supports what Kim (2022) found in his study which said that reading ability and spelling ability are strongly connected due to the shared reliance on phonological, orthographic, and morphological skills. In word reading, individuals decode written words by recognizing the letters or letter combinations and associating them with their corresponding sounds. This process also relies on phonological awareness and orthographic awareness, which involves understanding the relationship between letters and sounds, recognizing spelling patterns, and applying spelling rules.

The same conclusion is also attested in the study by Andrews et al., (2020). The correlation between reading and spelling is described as moderately to strongly positive. This means that there is a relatively robust relationship between reading and spelling abilities. Thus, individuals who perform well in reading also tend to perform well in spelling, and vice versa. Moreover, Ruan et al. (2023) found a reciprocal relationship between word reading and spelling. This means that improvements in word reading ability were associated with improvements in spelling ability and vice versa. In this context, progress in word reading had an observable impact on spelling, and progress in spelling similarly affected word reading ability over time. Khan et al. (2020) added that many learners have reading inability simply because they are not efficient in indicating or producing accurate spelling.

Lastly, the table points out that pronunciation is strongly ($r_s = 0.747$) and significantly related to the students' reading competence. This finding backs up the results of Tiwari's (2024) study which revealed that the connection between the lack of reading skills and poor pronunciation is a widely acknowledged challenge in secondary-level education, as highlighted by the consensus among respondents. When students struggle with reading, they often encounter difficulties in accurately pronouncing words.

This conclusion matches the study of Murathoti et al. (2024). It said that there is a connection between pronunciation and reading problems, emphasizing the need to address both in education. When students struggle with pronunciation, it can hinder their overall reading ability and comprehension. Moreover, the study showed that many people have trouble with both pronunciation and reading. Some find it hard to say words correctly, while others struggle with understanding written words.

The same findings were also discussed by Khan et al., (2020). They revealed that a substantial portion of learners struggled with pronunciation, demonstrating a significant portion grappling with pronunciation challenges. These findings emphasize the prevalence of pronunciation challenges among students, which significantly affect their reading abilities.

4.0 Conclusion

The results indicated significant variability in vocabulary mastery. Comprehension was the most challenging area, with most students categorized as "Did Not Meet Expectations." Conversely, pronunciation was the strongest skill, with the majority achieving "Satisfactory" results. Grammar and spelling scores were categorized as "Fairly Satisfactory." Additionally, a substantial portion of students demonstrated frustration-level reading competence. Crucially, the study found a strong correlation between vocabulary mastery and reading competence, underscoring their interdependence. These findings suggest that targeted interventions focusing on vocabulary development can significantly enhance the reading skills of Grade 7 students, ultimately leading to greater language proficiency and academic achievement. The results also highlight the importance of early implementation of vocabulary development programs to potentially prevent reading difficulties by Grade 7.

5.0 Contributions of Authors

This study is a collaborative effort between two authors. Author 1 took the lead in writing the initial draft and editing it throughout the process. Author 2, who served as Author 1's advisor, provided valuable support by reviewing the work thoroughly, suggesting edits, and supervising the overall direction of the writing.

6.0 Funding

This work was self-funded and did not receive any grant from external funding agencies.

7.0 Conflict of Interests

The authors have declared no conflicts of interest pertaining to this study.

8.0 Acknowledgment

The authors extend gratitude to her advisor and method specialist for their invaluable recommendations that substantially enhanced the study.

9.0 References

- Abeberese, A. B., Kumler, T. J., & Linden, L. L. (2014). Improving reading skills by encouraging children to read in school: A randomized evaluation of the Sa Aklat Sisikat reading program in the Philippines. *Journal of Human Resources*, 49(3), 611-633. DOI: 10.3368/jhr.49.3.611
- Aldhanhani, Z. R., & Abu-Ayyash, E. A. (2020). Theories and research on oral reading fluency: What is needed?. *Theory and Practice in Language Studies*, 10(4), 379-388.
- Amelia, P., Latief, H., Anugrawati, N., & Abdul, N. B. (2019). The Correlation Between Students' grammar Mastery And Students Speaking Ability At The Fifth Semester Students Of Unismuh Makassar. *Jurnal Keguruan dan Ilmu Pendidikan (JKIP)*, 6(1), 10-22.
- An, S. (2013). Schema Theory in Reading. *Theory & Practice in Language Studies (TPLS)*, 3(1).
- Andrews, S., Veldre, A., & Clarke, I. E. (2020). Measuring lexical quality: The role of spelling ability. *Behavior Research Methods*, 52, 2257-2282. DOI: 10.3758/s13428-020-01387-3
- Andriani, D., & Sriwahyuningsih, V. (2019). An Analysis of Students' Mastery of Vocabulary. *ELT-Lectura*, 6(2), 169-176. <https://doi.org/10.31849/elt-lectura.v6i2.3195>
- Arca, K. B. (2024). Reading Level Vis-À-Vis Academic Performance in English of Grade 6 Learners in Subic District. *International Journal of Multidisciplinary: Applied Business and Education Research*, 5(2), 537-542. DOI: 10.11594/ijmaber.05.02.14
- Arita, S., & Zubaidah, E. (2019, July). The Relationship between Vocabulary and Reading Ability in 3rd Grade Elementary School Students. In 6th International Conference on Educational Research and Innovation (ICERI 2018) (pp. 75-80). Atlantis Press. DOI: 10.2991/iceri-18.2019.69
- Asrida, E., Syafitri, W., Sakti, G., & Dewi, M. P. (2024). The Correlation Between Students' vocabulary Mastery And Their Listening Ability. *Elp (Journal of English Language Pedagogy)*, 9(1), 66-75.
- Bactong, L. M. R., & Besagas, R. L. (2022). The Impact of Concept-Oriented Reading Instruction (Cori) on Student Achievement and Reading Comprehension Skills in Elementary Science Teaching.
- Cadiz-Gabejan, A. M., & Quirino, M. C. (2021). Students' Reading Proficiency and Academic Performance. *International Journal of English Language Studies*, 3(6), 30-40. DOI: 10.32996/ijels.2021.3.6.4
- Cleverisa, S. A., Sahiruddin, S., & Perdhani, W. C. (2022). The Correlation between EFL Students' Vocabulary Mastery and Their Reading Ability. *Jurnal Pendidikan: Riset dan Konseptual*, 6(3), 487-493.
- Dela Cruz, R. L., & Recillo, M. L. B. (2021). The oral and silent reading ability of grade seven students of Calamba Bayside Integrated School. *International Journal of Research*, 10(14), 35-60.
- Fabella, M. D. G., & Abaoag, N. M. (2023). Intermediate grade school learners' sex, word recognition, and reading comprehension. *World Journal of Advanced Research and Reviews*, 20(3), 1346-1356. DOI: 10.30574/wjarr.2023.20.3.2270
- Fadi, A. K. (2019). The impact of vocabulary knowledge on the reading comprehension of Saudi EFL learners. *Journal of Language and Education*, 5(3 (19)), 24-34.
- Fatimah, S. (2020). Students' Vocabulary Mastery through Word Wall at SMPN 44 Surabaya. *JournEEL (Journal of English Education and Literature)*, 2(2), 22-33.
- Fitriana, F. N., Nurkamto, J., & Pudjobroto, H. (2012). A Correlation between Learning Motivation and Vocabulary Mastery and Reading Competence. *English Education*, 1(1).
- Goza, G. (2023). Learners' Attendance and Reading Performance During Face-to-Face and Online Learning: Basis for Policy Enhancement. *AIDE Interdisciplinary Research Journal*, 4, 63-74. <https://orcid.org/0009-0009-2688-2922>
- Habil, M. A., Mulyana, A., & Nuraini, H. (2023). The Correlation between Students' Vocabulary Mastery and Their Reading Ability at Tenth Grade of SMAN 5 Kabupaten Tangerang. *English Education, Linguistics, and Literature Journal*, 2(1), 23-33.
- Harsanti, H. R. (2020). The Use of Orthography to Increase Young Learners' Basic Literacy: Spelling Ability. *ELT Worldwide*, 7(2), 89-93.
- Khairanis, R., Putri, N., & Dinata, R. S. (2023, December). The Correlation Between Grammar Mastery And Reading Ability. In *Proceedings of Imam Bonjol International Conference on Islamic Education* (pp. 554-564).
- Khan, R. M. I., Shahbaz, M., Kumar, T., & Khan, I. (2020). Investigating reading challenges faced by EFL learners at elementary level. *Register Journal*, 13(2), 277-292. DOI: 10.18326/rgt.v13i2.277-292
- Kirkpatrick, A., & Deterding, D. (2011). World Englishes. In *The Routledge handbook of applied linguistics* (pp. 373-387). Routledge.
- Kuhfeld, M., Lewis, K., & Peltier, T. (2023). Reading achievement declines during the COVID-19 pandemic: evidence from 5 million US students in grades 3-8. *Reading and Writing*, 36(2), 245-261. <https://doi.org/10.1007/s11145-022-10345-8>
- Lagarto, R. A. (2021). Reading proficiency level among Grade 7: Basis for reading intervention program.
- Lawrence, J. F., Knoph, R., McIlraith, A., Kulesz, P. A., & Francis, D. J. (2022). Reading comprehension and academic vocabulary: Exploring relations of item features and reading proficiency. *Reading Research Quarterly*, 57(2), 669-690. DOI: 10.1002/rrq.434
- Macandili, R. L. (2019). Reading Proficiency Level of Selected Grade Six Pupils Based on Phil-Iri Gst Results: A Basis for Intervention. *Ascendens Asia Journal of Multidisciplinary Research Abstracts*, 3(2F).
- Mahanani, S., Rochsantiningsih, D., & Pudjobroto, A. H. (2017). A Correlation Between Vocabulary Mastery, Grammatical Competence and Reading Ability. *English Education*, 6(1), 109-119. DOI: 10.20961/eed.v6i1.35941

- Maramag, M. (2022). Oral Reading Difficulties and Reading Behaviors of Alternative Learning System (ALS) Learners. *International Journal of Arts, Sciences and Education*, 3(2 June Issue), 102-120.
- MELDI, J. (2024). Teaching Learning Vocabulary Mastery Through Karuta Game At The Seventh Grade Of Mts Al-Khairiyah Kaliawi In Academic Year 2023/2024 (Doctoral Dissertation, Uin Raden Intan Lampung).
- Mella, M. C. G. Better Pronunciation In 10 Minutes: Addressing Pronunciation Difficulties Of Contact Center Services Students Through Localized Classroom-Integrated Pronunciation Training.
- Mildan, A. F., Nurhayati, N., & Istikomah, I. (2021). Vocabulary and Grammar Mastery on Students' Reading Skill. *Scope: Journal of English Language Teaching*, 6(1), 30-36.
- Misanes, C. H. G., & Pascual, E. (2023). Philippine Informal Reading Inventory (Phil-IRI) Performance of Grade 8 Students: Basis for a Reading Intervention Program. *Psychology and Education: A Multidisciplinary Journal*, 13(3), 276-290.
- Muhamad, R., & Sukesu, E. (2023). English Vocabulary And Grammar Proficiencies Of Smpn 17 Students In Bengkulu City. *Wacana: Jurnal Penelitian Bahasa, Sastra dan Pengajaran*, 21(1), 12-18.
- Murathoti, R. N. B., Vanguri, R., Farooq, M. A., & Kumari, R. Addressing Reading Difficulties in English Text in the Context of Government Secondary Schools of Jammu & Kashmir. Rajni, Addressing Reading Difficulties in English Text in the Context of Government Secondary Schools of Jammu & Kashmir.
- Nengtias, N. (2024). An Analysis Of The Students' Vocabulary Mastery Possessed In Reading Skill Of The Seventh Grade Of SMP N 2 Pubian (Doctoral dissertation, IAIN Metro).
- NR, N. D., Buhari, B., Sadapotto, A., Hasan, H., & Hermansyah, S. (2022). Correlation Between Student's Mastery Vocabulary And Speaking Skill. *La Ogi: English Language Journal*, 8(2), 144-149.
- Nurchurifiani, E., Nissa, R. N., & Febriyanti, F. (2021). Improving Students' Vocabulary Mastery Through the Keyword Technique At The Tenth Grade of SMAN 2 Tulang Bawang Tengah. *Journal Corner of Education, Linguistics, and Literature*, 1(2), 139-147.
- Omar, R. B., Mohamad, H. A., Raffy, D., Sinsuat, R. S., & Parcon, M. N. (2022). Oral Reading Intervention Activities: Its Influence on the Pronunciation Skill of Bangsamoro Grade 3 English Language Learners in Reading Aloud. *Psychology and Education: A Multidisciplinary Journal*, 4(1), 15.
- Putri, A., & Refnaldi, R. (2020). The Correlation Between Students' Vocabulary Mastery and Speaking ability at grade 8 of junior high school. *Journal of English Language Teaching*, 9(1), 43-55.
- Ramos, A. (2019). Phil IRI-Based Reading Test on the Level of Word Recognition and Reading Speed of Grade 5 Pupils at Cawongan Elementary School: A Basis for a Proposed Reading Intervention Program. *Ascendens Asia Journal of Multidisciplinary Research Abstracts*, 3(2G).
- Romey, E. C., & Zabala Jr, B. A. Reading Proficiency And Reading Strategis Of Grade Four Pupils In Selected Public Elementary Schools.
- Ruan, Y., Ye, Y., Lui, K. F. H., McBride, C., & Ho, C. S. H. (2023). How do word reading and word spelling develop over time? A three-year longitudinal study of Hong Kong Chinese-English bilingual children. *Reading Research Quarterly*, 58(1), 78-102. <https://doi.org/10.1002/rrq.478>
- Shen, Y. (2008). An Exploration of Schema Theory in Intensive Reading. *English Language Teaching*, 1(2), 104-107.
- Subroto, G., & Nopita, D. (2022). Students' Vocabulary Mastery and Their Reading Comprehension. *Journal of Language, Literature, and English Teaching (JULIET)*, 3(1), 10-16.
- Sor, J. C., & Carraig, M. E. (2021). Reading performance of Grade 11 students: Basis on the development of reading enhancement and assessment plan (REAP). *International Journal of Research in Engineering, Science and Management*, 4(8), 206-209.
- Suryanto, B. T., Imron, A. A., & Prasetyo, D. A. R. (2021). The correlation between students' vocabulary mastery and speaking skill. *English Journal for Teaching and Learning*, 9(01), 111-123.
- Syarifudin, A., Marbun, R., & Novita, D. (2014). An Analysis On The Students' vocabulary Mastery A Descriptive Study On The Mts. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa (JPPK)*, 3(9).
- Taslim, T., Asrifan, A., Chen, Y., & Nurdania, N. R. (2019). Correlation Between Student's Vocabulary Mastery And Speaking Skill. *Journal of Advanced English Studies*, 2(2), 65-76. DOI: 10.47354/jaes.v2i2.64
- Tercanlioğlu, L. (2012). Reading theories in reading education.
- Tiwari, H. P. (2024). Challenges in Teaching Pronunciation: Secondary Level English Teachers' Perspectives. *Journal of Linguistics and Language in Education*, 17(2), 1-29.
- Totto, P., & Ramos, A. (2021). Reading and Writing Performance of Senior High School Students. *International Journal of English Language Studies*, 3(9), 09-22.
- Utama, P. A. P. K. (2024). The Correlation Between Vocabulary Mastery and Speaking Ability of The Ninth-grade Student of SMP Pelangi Dharma Nusanatara in Academic Year 2023/2024 (Doctoral dissertation, Universitas Mahasaraswati Denpasar).
- Vu, D. V., & Peters, E. (2021). Vocabulary in English language learning, teaching, and testing in Vietnam: A review. *Education Sciences*, 11(9), 563. DOI: 10.3390/educsci11090563