



The Influence of Students' Reading Interest Toward Their Vocabulary Mastery

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Article Info	Abstract
Article History Received: 2025-04-15 Revised: 2025-05-21 Published: 2025-06-01 Keywords: <i>Reading Interest;</i> <i>Vocabulary;</i> <i>EFL;</i> <i>Language Learning.</i>	<p>This study investigates the relationship between students' reading interest and their vocabulary mastery among tenth-grade students at SMA Negeri 8 Purworejo during the 2024/2025 academic year. Using a quantitative correlational design, data were collected from 57 students through a reading interest questionnaire and a vocabulary test. The vocabulary test consisted of 25 multiple-choice questions designed to measure various aspects of vocabulary knowledge, including class words, daily-use terms, synonym recognition, contextual understanding, and critical reading interpretation. The statistical analysis using Pearson correlation showed a strong and significant relationship ($r = 0.649$, $p = 0.000$) between reading interest and vocabulary mastery. Regression analysis revealed that reading interest contributed to 42.1% of the variance in students' vocabulary scores. Although the study focused solely on reading interest as a predictor, it acknowledges that vocabulary mastery is influenced by multiple factors such as prior knowledge, learning strategies, and instructional context. Due to the purposive sampling technique and limited sample size, the generalizability of the findings is limited to similar educational contexts. The findings highlight the importance of encouraging students' reading engagement to support vocabulary development. It is recommended that future research include additional variables and employ more varied vocabulary assessments to gain a broader understanding of how vocabulary mastery develops among EFL learners.</p>
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2025-04-15 Direvisi: 2025-05-21 Dipublikasi: 2025-06-01 Kata kunci: <i>Minat Baca;</i> <i>Kosakata;</i> <i>EFL;</i> <i>Pembelajaran Bahasa.</i>	<p>Penelitian ini bertujuan untuk mengetahui hubungan antara minat baca siswa dan penguasaan kosakata mereka pada siswa kelas X SMA Negeri 8 Purworejo tahun ajaran 2024/2025. Penelitian ini menggunakan desain kuantitatif korelasional, dengan data yang dikumpulkan dari 57 siswa melalui kuesioner minat baca dan tes kosakata. Tes kosakata terdiri dari 25 soal pilihan ganda yang dirancang untuk mengukur berbagai aspek pengetahuan leksikal, termasuk class word, istilah sehari-hari, pengenalan sinonim, pemahaman kontekstual, dan pemaknaan melalui bacaan kritis. Hasil analisis statistik menggunakan korelasi Pearson menunjukkan hubungan yang kuat dan signifikan ($r = 0,649$, $p = 0,000$) antara minat baca dan penguasaan kosakata. Analisis regresi menunjukkan bahwa minat baca memberikan kontribusi sebesar 42,1% terhadap varians skor kosakata siswa. Meskipun penelitian ini hanya memfokuskan pada minat baca sebagai prediktor utama, diakui bahwa penguasaan kosakata dipengaruhi oleh berbagai faktor lain seperti pengetahuan awal, strategi belajar, dan konteks pengajaran. Penggunaan teknik purposive sampling dan jumlah sampel yang terbatas menyebabkan temuan ini hanya dapat digeneralisasi pada konteks pendidikan yang serupa. Temuan ini menegaskan pentingnya mendorong keterlibatan membaca siswa untuk mendukung perkembangan kosakata. Penelitian selanjutnya disarankan untuk mempertimbangkan variabel tambahan dan menggunakan jenis asesmen kosakata yang lebih beragam untuk memperluas pemahaman dalam konteks pembelajaran bahasa Inggris sebagai bahasa asing.</p>

I. INTRODUCTION

Basic English skills are crucial for improving students' English proficiency. Learning English involves mastering language competencies such as reading, writing, listening, and speaking. Among these, reading skills are increasingly recognized as a critical component, not only for academic success but also for functioning in

everyday life. Reading allows students to gain knowledge, access diverse information, and expand their ways of thinking (Ramadhianti and Sugianti, 2023). It is a fundamental literacy skill that is continuously demanded by real-life communication needs and is essential for academic and personal development (Anam Sutopo and Harun Joko Prayitno, 2020).

Reading skills enable individuals to understand information conveyed by the author through written language. Previous research has emphasized that effective reading requires more than simply decoding words—it demands an understanding of each word's meaning in context (Rahayuningsih, 2020). In the era of technological advancement, the role of reading and writing has become even more essential, especially since much of today's learning content is delivered through reading materials. This highlights the importance of reading not only for language learning but also for accessing knowledge across disciplines and fostering self-growth. Reading is reaffirmed as a foundational skill required to meet future challenges (Wulandari et al., 2022). Therefore, the ability to read effectively has become a necessity in this increasingly complex and information-rich society (Khafidhoh and Abdullah, 2022).

In the context of English as a Foreign Language (EFL), reading is a skill that supports the development of other language abilities and encourages higher-order thinking (Anindita, 2020). Reading activities can stimulate critical thinking and offer exposure to authentic language use (Ithriyah and Nurmalia, 2021). Reading is not merely a mechanical process; it is a dynamic interaction between the reader and the text, involving interpretation, inference, and synthesis of ideas (Sasmita et al., 2021). It engages both cognitive and physical aspects of learning, and it can transform one's perspective and even influence life trajectories. As such, the habit of reading should be cultivated from an early age to support long-term academic achievement (Wulan et al., 2023).

One key factor associated with reading development is vocabulary mastery. Language proficiency, particularly at the senior high school level, is strongly supported by a well-developed vocabulary. Vocabulary development is essential for improving students' reading, writing, and communication skills (Hossein Yousefi and Biria, 2021). Without a rich vocabulary, students struggle to understand texts deeply, express their thoughts clearly, and participate in academic activities. Vocabulary knowledge has been shown to be a central element in successful language acquisition (Siti Maesaroh and Sari, 2021). Vocabulary is not only a collection of words but a tool for conveying ideas, feelings, and understanding across both spoken and written forms. Mastery of vocabulary involves not just knowing the meaning of words but being able to use them appropriately and effectively in context

(Noorman Haryadi, 2022).

Given the importance of reading as a foundation for language learning, it is essential to understand the key linguistic components that support successful reading outcomes—one of which is vocabulary. According to (Manihuruk, 2020), "grammar allows us to convey something even though it is limited, but without vocabulary, nothing can be conveyed at all." This reinforces the idea that vocabulary is the core of communication. Students enhance their vocabulary as they encounter new words through reading and repeated contextual exposure (Bi, 2020). A robust vocabulary facilitates growth in all four language skills: reading, writing, listening, and speaking (Noorman Haryadi et al., 2021). This also aligns with research that shows vocabulary as a significant predictor of reading comprehension (Santi et al., 2021). In this regard, reading can be seen as both a cause and effect of vocabulary growth, with each reinforcing the other.

Among the internal and external factors that influence vocabulary mastery, one of the most influential is reading interest. Reading interest can be defined as a sustained psychological tendency characterized by pleasure, curiosity, and intrinsic motivation in engaging with reading materials. It reflects students' attitudes toward reading and their desire to read independently (Pratiwi and Mayrita, 2023). Students with high reading interest are more likely to expose themselves to varied texts, encounter new vocabulary, and engage in contextual vocabulary learning. Their attitudes toward reading become a gateway to acquiring knowledge and expanding their vocabulary through meaningful input (Schmitt and Schmitt, 2020). Reading interest can be shaped by both internal factors—such as motivation, prior achievement, and language confidence—and external factors like access to books and a supportive learning environment. There are two types of factors that influence interest in reading, namely internal factors and external factors. Internal factors that influence include interest in reading, vocabulary mastery, and level of academic achievement, while external factors consist of the availability of books and the environment.

However, despite its acknowledged importance, many students still exhibit limited vocabulary mastery due to lack of motivation, poor reading habits, and minimal exposure to appropriate reading materials. (A. Alqahtani, 2024) emphasized that reading is one of the most effective and natural methods for vocabulary

expansion, particularly because it provides repeated exposure to words in diverse and meaningful contexts. In the absence of such engagement, students face difficulties in acquiring the vocabulary needed for both academic and daily communication.

Although many studies have investigated the relationship between reading and language skills, few have specifically focused on how reading interest directly influences vocabulary mastery—especially in the Indonesian senior high school EFL context. Most previous research has examined reading interest in relation to reading comprehension or writing ability (Faistah et al., 2023; Juniar Saputra, 2021) (Samini and Suendarti, 2020). Very limited attention has been paid to vocabulary as an independent linguistic variable. This study aims to fill that gap by providing empirical evidence that highlights vocabulary acquisition as a direct outcome of reading interest.

Furthermore, this study reflects current educational practices by utilizing digital tools such as Google Forms for data collection, which is in line with post-pandemic learning trends. By exploring the influence of reading interest on vocabulary acquisition using a quantitative correlational approach among senior high school students in Indonesia, this study enriches the existing literature and offers context-specific insights for improving English language education in the digital era.

Overall, fostering reading interest is a practical and strategic approach to support vocabulary mastery. Educators and policymakers can use the findings of this study to inform the design of effective literacy programs that integrate student interest and contextual vocabulary development. Students will benefit by becoming more engaged and independent learners, and teachers will gain a deeper understanding of how to align reading materials with students' linguistic needs and preferences.

II. METHOD

This study employed a quantitative approach with a correlational design, which is considered appropriate for identifying the relationship between students' reading interest and their vocabulary mastery. By using this approach, researchers can explore relationships between variables, identify patterns, and make strong generalizations to support research findings (Rachman et al., 2024). Meanwhile, this study uses a quantitative approach because in analyzing numerical data it is processed using

statistical methods. This study consists of two variables. The independent variable of this study is students' reading interest which is symbolized by X, while the dependent variable is the students' vocabulary mastery test score which is symbolized by Y.

The target population of the study was all tenth-grade students at SMA Negeri 8 Purworejo during the 2024/2025 academic year. From a total of seven classes, purposive sampling was used to select two specific classes (X-1 and X-2) with a total of 57 students as the sample. The sample was selected based on criteria related to availability and representativeness. Although the sample size is relatively small, it is still sufficient to conduct correlational analysis. The relatively limited sample size and the use of purposive rather than random sampling mean that the generalizability of the findings is confined to populations with similar characteristics. The statistical outcomes produced by SPSS reflect tendencies within this particular group, and caution should be exercised when extending conclusions to broader or more diverse student populations.

Data collection was conducted using two instruments: a questionnaire and a vocabulary test, both distributed via Google Forms. This digital method ensured accessibility, efficiency, and consistency in data gathering, especially in a post-pandemic learning environment. The questionnaire was used to assess students' reading interest and included statements rated on a 5-point Likert scale. Each item aimed to measure the frequency, enjoyment, and motivation behind students' reading behaviors.

The vocabulary test comprised 25 multiple-choice questions focusing on basic to intermediate level vocabulary, aligned with the students' English curriculum. The test was designed to evaluate both recognition and contextual understanding of vocabulary. In addition, the vocabulary test instrument in this study was designed not only to assess students' recognition of isolated words but also to evaluate multiple aspects of vocabulary knowledge relevant to EFL learners. Specifically, the 25-item multiple-choice test included questions targeting various lexical dimensions such as class words, practical or daily-use terms, synonym recognition, contextual meaning through critical reading, and word equivalence. This structured approach allowed the instrument to measure vocabulary mastery beyond mere rote knowledge and aligned with real reading contexts. While the test did not cover the full

spectrum of vocabulary assessment models, it offers a valid and practical method for capturing key vocabulary competencies in secondary school learners.

For data analysis, the researchers employed statistical techniques using SPSS software, including descriptive statistics to summarize student performance, and inferential statistics to test the hypotheses. The main inferential tools used were the Pearson Product-Moment correlation to measure the strength and direction of the relationship between variables, simple linear regression analysis to assess the predictive power of reading interest, ANOVA to test model significance, and a linearity test to validate the assumptions of regression analysis.

In reality, vocabulary mastery is influenced by a wide range of factors, such as students' prior knowledge, reading strategies, learning motivation, and instructional context. These variables may interact in complex ways that shape learners' acquisition and use of vocabulary. However, as this study was designed to specifically examine the relationship between reading interest and vocabulary mastery, other influencing factors were deliberately excluded from the scope of investigation. This focused approach allows for a more in-depth analysis of a single key variable while acknowledging that vocabulary development is a multifaceted process. Future studies are encouraged to build upon this research by incorporating additional variables and expanding the conceptual framework.

III. RESULT AND DISCUSSION

A. Result

In this study, the researchers completed two steps: questionnaire and test. In the data analysis process, researchers apply techniques systematically and precisely to evaluate the collected data and determine the influence of the two research variables. After the data was collected, the analysis process was carried out using the help of SPSS statistical software. The findings of the analysis results can be seen in the table listed below:

Table 1. Skor Variabel Students' Reading Interest (X)

		Fre- quency	Per- cent	Valid Percent	Cumulative Percent
Valid	Sufficie nt	6	10,5	10,5	10,5
	Good	35	61,4	61,4	71,9

Excele nt	16	28,1	28,1	100,0
Total	57	100,0	100,0	

Based on table 1. above, from the variable X Students' Reading Interest with a score between 56-65 which is categorized as sufficient, there are 6 people (10.5%), with a score between 66-79 which is categorized as good, there are 35 people (61.4%), and with a score between 80-100 which is categorized as excellent, there are 16 people (28.1%).

Table 2. Students' Vocabulary Mastery (Y)
Variable Score Category

		Fre- quency	Per- cent	Valid Percent	Cumu- lative Percent
Valid	Low	14	24,6	24,6	24,6
	Fairly Sufficient	17	29,8	29,8	54,4
	Sufficient	8	14,0	14,0	68,4
	Good	10	17,5	17,5	86,0
	Excellent	8	14,0	14,0	100,0
	Total	57	100,0	100,0	

Based on table 2. above from the variable Y Students' Vocabulary Mastery with a score between Less than 42 which is categorized as low as 14 people (24.6%), with a score between 42-55 which is categorized as good as 17 people (29.8%), with a score between 56-65 which is categorized as sufficient as 8 people (14.0%), with a score between 66-79 which is categorized as good as 10 people (17.5%), and with a score between 80-100 which is categorized as excellent as 8 people (14.0%).

Table 3. Variable Score Calculation

Statistics			
		X Students' Reading Interest	Y Students' Vocabulary Mastery
N	Valid	57	57
	Missing	0	0
Mean		74,37	55,58
Median		74,00	52,00
Mode		72 ^a	52
Std. Deviation		8,478	20,037
Variance		73,165	408,641
Range		42	80
Minimum		57	16
Maximum		99	96
Sum		4239	3168

Based on table 3. above, the calculation results of both variables using computation and SPSS show that students' reading interest is classified in the good category because the average score obtained is 74.40, which is in the range of 66–79. Meanwhile, students' vocabulary mastery is in the sufficient category, with an average score of 55.60, which is slightly below the range of 56–65. The minimum score for reading interest is 57, which is still included in the sufficient category, while the minimum score for vocabulary mastery is 16, which is included in the low category. On the other hand, the maximum score for reading interest is 99, and for vocabulary mastery is 96, both of which are included in the very good category. These results indicate that although in general students have good reading interest, their vocabulary mastery abilities vary quite a bit, and some students still need improvement.

Table 4. Data Linearity Test Results

ANOVA Table			
			Sig.
Y Students' Vocabulary Mastery * X Students' Reading Interest	Between Groups	(Combined) Linearity	57
		Deviation from Linearity	0
	Within Groups		
Total			

Based on the results of the deviation from linearity test, the sig. value of the regression is $0.815 > 0.05$, so this variable shows that it is in a linear model or meets the linearity requirements.

Table 5. Pearson Correlation Test Results

Correlations			
		X Students' Reading Interest	Y Students' Vocabulary Mastery
X Students' Reading Interest	Pearson Correlation	1	,649**
	Sig. (2-tailed)		,000
	N	57	57
Y Students' Vocabulary Mastery	Pearson Correlation	,649**	1
	Sig. (2-tailed)	,000	
	N	57	57

Table 6. Model Summary

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,649 ^a	,421	,411	15,519

Based on the results of tables 5. and 6. using Pearson Product Moment Correlation, if

$r_{\text{count}} > r_{\text{table}}$ then it is interpreted as significant. If $r_{\text{count}} > r_{\text{table}}$ with a value of 0.2609 ($df = 57 - 2 = 55$) with $\alpha = 0.05$ then the correlation coefficient is significant. From the SPSS output results, it can be seen that the significant value is $0.000 < \alpha = 0.05$, and the r_{count} value = 0.649 $>$ r_{table} value = 0.2609. Thus, it can be concluded that there is a relationship between the Students' Reading Interest variable and Students' Vocabulary Mastery. This means that the H1 hypothesis is accepted, which indicates a significant relationship between the variables of students' reading interest and students' vocabulary mastery, with a correlation value of 0.649 which indicates a strong and close relationship between the two variables.

Table 7. ANOVA

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	9637,329	1	9637,329	40,014	,000 ^b
Residual	13246,566	55	240,847		
Total	22883,895	56			

a. Dependent Variable: Y Students' Vocabulary Mastery

b. Predictors: (Constant), X Students' Reading Interest

Based on table 7. above, the ANOVA results show a value of $F = 40.014$ with significance (Sig.) = 0.000. Because the sig. value < 0.05 , the regression model is declared significant. This means that Students' Reading Interest has a significant effect on Students' Vocabulary Mastery. In other words, the regression model used is valid to explain the relationship between the two variables.

Table 8. Multiple Linear Regression of Students' Vocabulary Mastery (Y)

Coefficients ^a					
Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
(Constant)	-58,478	18,147		-3,222	,002
1 X Students' Reading Interest	1,534	,242	,649	6,326	,000

a. Dependent Variable: Y Students' Vocabulary Mastery

Interpretation and Hypothesis Testing (H) in table 8. is as follows:

There is an influence of Students' Reading Interest (X) on Students' Vocabulary Mastery (Y) partially. Table 8 above shows that the relationship between Students' Reading Interest (X) and Students' Vocabulary Mastery (Y) is significant with a t-count of 6.326 ($t_{\text{count}} > t_{\text{table}} = 2.00$) and a Sig. value = 0.000

which is less than $\alpha = 0.05$. With a positive coefficient of 1.5337, it can be concluded that the direction of the relationship between Students' Reading Interest (X) and Students' Vocabulary Mastery is positive or increases by 1.5337 times. Thus, the hypothesis H1 in this study which states that "Students' Reading Interest (X) has a significant positive effect on Students' Vocabulary Mastery (Y)" is accepted.

B. Discussion

The results of the study showed a strong and significant relationship between students' reading interest and their vocabulary mastery. The Pearson correlation value of $r = 0.649$ and the significance value of $0.000 < 0.05$ which indicates that an increase in students' interest in reading will be followed by an increase in their vocabulary mastery. Regression analysis showed that reading interest contributed 42.1% to the variation in students' vocabulary mastery scores, which means that almost half of students' vocabulary ability can be explained by their level of reading interest.

These results support the initial hypothesis in the study that reading interest is an important factor in language learning, especially in terms of vocabulary. Students who have a high interest in reading activities tend to be exposed to various vocabulary in meaningful contexts more often, which makes it easier to understand and remember words. This finding is in line with the theory of contextual vocabulary acquisition and previous findings that emphasize that vocabulary can be learned through context, and suggests that regular reading habits help strengthen understanding of word meaning (Santi et al., 2021).

However, although most students showed high reading interest (with 61.4% in the good category and 28.1% in the excellent category), their vocabulary mastery was not always comparable. From the data, it was found that only 14% of students were in the excellent category in vocabulary mastery, and there were still 24.6% who were in the low category. This shows that reading interest alone is not enough to guarantee high vocabulary mastery. Other factors such as reading strategies, prior knowledge, and learning experiences also influence the final results.

These findings show that mastering a complete vocabulary requires a deep understanding of the meaning of words and

the ability to use them correctly, not just knowing a large number of words. Therefore, effective vocabulary learning must combine reading activities with explicit vocabulary teaching and text comprehension strategies.

This study makes an important contribution in the context of English learning at the high school level in Indonesia. There are not many previous studies that directly examine the effect of reading interest on vocabulary mastery as the main variable. Most only examine its influence on reading or writing skills. Thus, this study fills the gap and provides a strong empirical basis that reading interest can be used as one of the important indicators in designing strategies to improve language competence.

Practically, the results of this study underline the importance of cultivating a reading culture among students. Educators are encouraged to create a learning environment that supports enjoyable and meaningful reading activities. Integrating reading materials that are relevant to students' interests and providing reinforcement for vocabulary found in reading are strategies that can be applied directly in the classroom.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

Referring to the data analysis and discussions that have been carried out previously, it can be concluded that students' reading interest significantly influence the vocabulary mastery of grade X students of SMA Negeri 8 Purworejo in the 2024/2025 academic year. This conclusion is supported by several main findings. Statistical analysis using Pearson correlation shows a strong relationship ($r = 0.649$) between reading interest and vocabulary mastery, and a significance value of 0.000 confirms that this relationship is statistically significant. In addition, regression analysis revealed that reading interest contributed to 42.1% of the variance in students' vocabulary scores. The vocabulary test used in this study was structured to assess various aspects of vocabulary knowledge—including class words, daily-use terms, synonym recognition, contextual understanding, and meaning construction through critical reading—allowing for a multidimensional insight into students' lexical competence.

While this study focused specifically on reading interest as the key predictor, it is acknowledged that vocabulary mastery is a multifaceted skill influenced by various factors such as prior knowledge, learning strategies, and instructional context. The purposive sampling method and relatively limited sample size also mean that the findings are most applicable to similar educational contexts.

Despite these limitations, the study offers meaningful pedagogical implications. It reinforces the importance of fostering reading engagement through interest-based reading materials and structured vocabulary support. Future research is encouraged to incorporate broader variables and diverse assessment types to deepen our understanding of vocabulary development among EFL learners.

B. Suggestion

As discussed previously, while reading interest significantly influences vocabulary mastery, other learning factors must also be considered to fully support vocabulary development. Although vocabulary results still vary among students, this study confirms that reading interest is an important factor that educators must utilize to support language development. Future research is encouraged to investigate how reading interest influences different categories of vocabulary more specifically, such as comparing its impact on academic vocabulary, everyday contextual terms, or idiomatic expressions. This direction may offer deeper insights into which lexical domains benefit the most from students' engagement with reading activities.

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