Students' Vocabulary Skills in Relation to their Reading Comprehension in Language Literature

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ABSTRACT

Vocabulary is positively associated with reading comprehension, allowing students to understand the text easily. This study focuses on examining the relationship between vocabulary skills and reading comprehension in language literature among college students who are currently enrolled in the second semester of the S.Y. 2022-2023 at one of the institutions in Ozamiz City. The study utilized the descriptive-correlational research design. The research instrument used is called "word knowledge," designed to collect data on the student's vocabulary skills and reading comprehension abilities. The sample size for this study consists of a total of 154 students. The results were analyzed and interpreted using Mean and Standard Deviation and Pearson Product–Moment Correlation Coefficient. The results revealed that the students had satisfactory vocabulary skills. They had Outstanding performance in literal and critical questions with very satisfactory in application and satisfactory in inferential. The students' vocabulary skills were correlated with their reading comprehension skills. Vocabulary emerges as fundamental aspect of language proficiency and forms the foundation for learners' speaking, reading, and writing abilities. To enhance vocabulary knowledge effectively, teachers should employ communicative and collaborative teaching strategies, integrating vocabulary enrichment, context-based learning activities, and reading comprehension strategies emphasizing word meaning and context.

Keywords: Vocabulary skills, reading comprehension, literal, inferential, critical, application questions

INTRODUCTION

The term "vocabulary" refers to the collection of all the words in a language. It also pertains to a variety of meanings, such as Old English, Middle English, and Modern English Vocabulary, which are used to define all words in a language as well as all terms employed within a specific historical epoch. Moreover, vocabulary is the collection of words at the disposal of the speaker or writer. The term vocabulary may pertain to all words in the language as a whole or words or phrases used in specific types such as dialect, register, and terminology (Dakhi et al., 2019). In addition, vocabulary is the stock of words that are at the disposal of the speaker and writer (Lelawatiet al., 2019) and seems to serve as a foundation for communication, a reflection of societal norms, a morale enhancer, and an indicator of academic prowess. (Dakhi et al., 2019).

Vocabulary skills are essential for each student's academic success. It is an essential component to help students in mastering language. When students have mastered vocabulary, they may express their concepts in writing, speaking, and other forms (Sari, 2018). Thus, the learners must acquire English language abilities so that they can have a strong foundation in understanding what they will read. Significantly, they learn language

skills if they have enough vocabulary. According to Simamora & Oktaviani (2020), if students want to be proficient in English, they must learn as much vocabulary as possible.

Students learn in various ways that assess one's knowledge and understanding of the meanings of the text. Reading is one of the fundamental skills where students may get information, assimilate information, and evaluate information with its credibility (Bahri, 2019), which can be used to innovate one's knowledge and perspective. Brandon (2021) defines reading comprehension as the ability to understand written words. As claimed by Helarde (2021), it is the mother of all study skills. Reading provides readers with new learnings and a broad understanding of various subjects that will assist them in their academic journey. Reading is a prerequisite in all learning areas (Tomas et al., 2021).

Reading comprehension is the primary goal for readers among proficient readers and is the most common assumption for reading comprehension (William, 2019, as cited in Kasmawati et al., 2019). It is essential not just for reading content but also for learning. Readers will only be able to understand a text if they can decode a reasonable number of the words in it. Adequate reading comprehension also requires good language understanding more generally (Oakhill et al., 2019). Since this enables efficient interpretation, response, and understanding of the text, it leads to the analysis of the meaning of the word penetrated via a range of linguistic resources.

Nevertheless, reading comprehension is the ultimate goal of reading, and this is what the educational process and educators want to seek (Jad, 2003; Ayoub, 2017; Ma'youf & Aburezeq, 2022). In addition, reading comprehension is an integral part of lifelong learning (Ozdemir &Akyol, 2019), which is considered to be one of the prominent English skills for learners. Enabling students to comprehend, communicate, and manage information from the text they were reading in a range of reading materials (Nurjanah, 2018) helps to broaden the knowledge paths while deepening the learners' feelings of empathy. According to Attiyat (2019), reading comprehension is a one-of-a-kind skill that consists of a combination of several procedures that encourage interaction with printed words for information and pleasure. In this skill, students are required to catch some implied and stated information from the text by interpreting or analyzing the sentences (Nurjanah, 2018).

Vocabulary is positively associated with reading comprehension (Chen & Lee, 2019), allowing students to understand the text easily. As per Khasawneh (2019), both vocabulary knowledge and reading comprehension are intertwined, and this relationship is not one-way, as both are necessary for reading comprehension. One of the three components of language is vocabulary, which acts as both a core element and a foundation for language. Thousands of words must be learned in order to learn a language, and just like pronunciation, one's vocabulary "is the face of a person to the outside world" (Justice et al., 2018). Although vocabulary is more sophisticated, it does not just mean understanding different situations (Bahri, 2019). While students' reading skills and experience help them understand a text, vocabulary knowledge is more crucial in supporting learners in comprehending the content (Bahri, 2019).

According to Masrai (2019), a considerable amount of research has been conducted on the relationship between knowing words and understanding what is read. Nurjanah (2018) indicated that students with an extensive vocabulary will find reading comprehension easy. Those who are well-versed in grammar will benefit as well. Each student may face different difficulties than others, necessitating different teaching methods and learning activities. However, modeling the contribution of vocabulary had a positive effect on students' vocabulary knowledge (Kasper et al., 2021), indicating that vocabulary knowledge is more important for reading comprehension than the other factors (Brooks et al., 2021). Students have varying levels of mastery when it comes to reading comprehension.

The acquisition of vocabulary as part of the English language's subskills is seen as a critical component of learning any target language (Hashemi, 2021). According to Nurdiansyah, Asyid, & Parmawati (2019), a vast and expanding body of research has investigated vocabulary as the cornerstone of all English language acquisition skills, which is considered the most important building block of language acquisition. All languages have a tremendous amount of single words and multiword units to master. This is particularly true with English vocabulary numbers increasing by the day (Gu & P. Y, 2019). The more vocabulary we know,

the better we can understand the meaning of the terms. To obtain several words, name an animal and use a media image (Lelawati et al., 2019).

Although students' reading strategies and experience assist them in comprehending a text, vocabulary knowledge is more significant in assisting students in comprehending the content (Bahri, 2019)—the impact of an extensive vocabulary and expert fluency on comprehension. In contrast, low skill in either construct (i.e., vocabulary or fluency) appears to not only directly hamper comprehension but also limits the link between the other construct and comprehension. The emergence of interaction shows that as children's reading skills improve, reading comprehension outcomes are better explained when the interaction between reading fluency and vocabulary is considered (Chen & Lee, 2019).

Teachers should teach vocabulary to their students (Bahri, 2019) before its significant role in expanding learners' vocabularies (Lelawati et al., 2019) since having a large vocabulary allows students to readily understand the text, which aids in boosting students' reading comprehension (Bahri, 2019). As per Astremara (2018), the learner's vocabulary skill affects their reading comprehension. According to Lelawatiet al. (2019), teachers should be familiar with teaching variables such as methodologies, tactics, procedures, and materials, which explore potential methods through which teachers can assist their students in improving their ability to comprehend written materials (Lelawatiet al., 2019).

Vocabulary knowledge is essential for effective communication and academic achievement. Children and adults with an extensive vocabulary are more likely to read words and texts correctly and comprehend what they read. Conversely, low levels of vocabulary knowledge are associated with poor reading and educational outcomes (Suggate et al., 2018). In the correlation between reading fluency and reading comprehension, vocabulary functions as a moderating variable. In accordance with this viewpoint, the impact of reading fluency on reading comprehension is limited by the child's oral language skills. Even experienced decoders may need help to understand what they read due to word knowledge issues (Chen & Lee, 2019).

Studies have shown that vocabulary has been acknowledged as vital for success in reading and literature (Moody et al., 2018), where this improves and promotes reading comprehension among learners, with the expansion happening in both oral and written situations. Students' vocabulary is positively associated with their ability to perceive, identify, and absorb information (Harmon & Wood, 2018), assisting students in acquiring the subject more quickly. Although vocabulary is more sophisticated, it includes not only recognizing the words and their meanings.

In the study entitled "Knowledge Acquisition Practices and Reading Comprehension Skills of Learners in Hilongos South District, Leyte Division, Philippines" by (G., F. Tavera & L., F. Casinillo, 2020), the learners' reading level in terms of prior knowledge and vocabulary, as well as their reading comprehension and the extent of relationship among the variables, were depicted. The data analysis and interpretation resulted in the following findings: the learners' knowledge acquisition practices were all very satisfactory, the learners had satisfactory prior knowledge and a very satisfactory vocabulary level, and the learner-respondents' reading comprehension was very satisfactory. Furthermore, there were significant relationships between learners' knowledge acquisition practices and their prior knowledge, vocabulary, and teachers' knowledge acquisition practices versus vocabulary level.

In context, research on vocabulary enhancement has been conducted with a little extension. There is a study entitled "The Reading Comprehension and Vocabulary Knowledge of Children with Poor Reading Comprehension Despite Adequate Decoding" by (Spencer et al., 2018). However, it does not focus on the difficulties that the students encounter in enhancing their vocabulary skills in relation to their reading comprehension. As a result, this study tends to focus on students' problems associated with the enhancement of their vocabulary skills and how the students deal with those difficulties in comprehending text, especially in language literature.

Although many studies have been carried out to find students difficulties in their vocabulary and reading comprehension, there has been less attention to the problem students have faced in a range of challenges and

difficulties in comprehending a text in language literature, especially in numbers of college students in the school in Ozamiz City. This research aims to address the deficiency by investigating the relationship between the students' vocabulary skills and reading comprehension in language literature.

Statement of the Problem

This study aimed to determine the students' vocabulary skills in relation to their reading comprehension in language literature in the College of Education in Misamis University during the second semester of the school year 2022-2023. Specifically, the objectives of the study were:

The research questions guiding this study were:

1. Determine the level of students' vocabulary skills.
2. Determine the students' level of comprehension in terms of critical, inferential, critical and application.
3. Explore the significant relationship between vocabulary skills and reading comprehension of the students.

METHODS

Research Design

This study used the descriptive-correlational research design. Descriptive-correlational design is effective for characterizing one phenomenon to another when the researcher does not have control over the independent variables that are thought to produce or impact the dependent or outcome variable (Lappe,2018). A correlational study investigates the interrelationships between variables of interest without the researcher intervening actively (Polit & Hungler, 2018). This design is appropriate for determining the significant relationship between the vocabulary skills and reading comprehension of the College of Education students.

Research Setting

This study was conducted at a teacher education institution in the province of Misamis Occidental. It was one of the first courses provided by the institution and is the region's leading center of teacher education. The Bachelor of Science in Education (BSE) received full recognition in 1949, and after four years, the government recognized the Bachelor of Science in Elementary Education (BSEEd) and the Two-year Junior Normal Home Economics Course as well. The Education, Liberal Arts, and Commerce programs were submitted to the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA) for voluntary accreditation, motivated by the institution's goal and vision of providing high academic programs. The education program received Level I and Level II accreditation in 1988 and 1990, respectively. In 2011, PACUCOA reaccredited the Bachelor of Elementary Education (BEEd) and Bachelor of Secondary Education (BSEd) programs at the Level III level, which is valid until November 2014.

Research Respondents

The respondents of the study were those students who are currently enrolled in the second semester of S.Y. 2022-2023 at the College of Education. The researcher must consider each respondent's voluntary participation and be prepared to accept if the respondent(s) refuses to provide his/her replies during data collection. The total number of respondents in the study was 154 students from the stratified random sampling, which involves dividing the population into smaller groups. The respondents were (50) participants from the first year, (38) participants from the second year, (32) participants from the third year, and 32 participants from the fourth year. The respondents were given enough time to answer the questionnaires. The research will clarify the study's goal and who would benefit from it.

Research Instruments

Vocabulary Skills Questionnaire. This is a researcher-made instrument which is called "word knowledge," which is composed of (40) words that are arranged in the order of their frequency: common words – very

unusual ones. To guarantee the test's validity and reliability, it was pilot-tested on respondents who were not included as part of the study. The pilot test yielded a Cronbach's Alpha of 0.7249. In interpreting the level of vocabulary skills, the following scales were used:

Scores	Interpretation
34-40	Outstanding
31-33	Very Satisfactory
28-30	Satisfactory
24-27	Fairly Satisfactory
23 & below	Did Not Meet Expectation

Reading Comprehension Questionnaire. This is a researcher-made instrument based on 4 literatures at the college level that is composed of 40 items with four constructs: literal, inferential, critical, and application. In interpreting the level of students' reading comprehension, they are able to answer (32) items under multiple choice. For literal, there will be (12) items, inferential (12) items, and in critical (8) items, and under application comprehension, there will be (4) essay questions, and it is equivalent to 2 points each. To guarantee the test's validity and reliability, it was pilot tested on respondents who were not included as part of the study. The pilot test yielded a Cronbach's Alpha of 0.7639. In interpreting the level of vocabulary skills, the following scales were used:

Range	Interpretation
11-12	Outstanding
8.9-10	Very Satisfactory
7.9-9	Satisfactory
5.9-8	Fair
0-6	Poor

Data Gathering Procedure

The researchers obtained authorization to perform the study from the research instructor at Misamis University's College of Education. Then, the researcher sent a request letter to the School Registrar to administer the survey questionnaires to the students. Upon approval, the researcher will meet with the targeted respondents to discuss the study's purpose and methodology. Additionally, the researcher planned the distribution of survey questionnaires based on the day and time they chose; participation in this study was expected to last only 20- 30 minutes. The researcher verified the responses when the instruments were returned to ensure that the data was complete. Following that, the data was tallied and compiled in preparation for statistical analysis and interpretation.

Ethical Considerations

Creswell (2005) highlighted the significance of ethical conduct in research, emphasizing the need to uphold ethical standards in various aspects, such as respecting participants, accurately reporting findings, and addressing alternative ethical considerations. Ethical researchers are essential for conducting effective and meaningful research, underscoring the importance of researchers being mindful of ethical considerations for successful research outcomes.

Before the study began, approval from Misamis University - College of Education was sought, and all

participants provided written permission. The security of the research data, the privacy of the research participants, and the anonymity of the individuals and organizations involved in the study were all ensured. All dissemination of information about the study would be honest and open, with no erroneous information or biased portrayal of main data results.

Data Analysis

This study used the following statistical tools to analyze the data gathered.

Mean and Standard Deviation was used in analyzing the vocabulary skills and reading comprehension skills of the students.

Pearson Product – Moment Correlation Coefficient was used in determining the relationship between the students' vocabulary skills and reading comprehension.

RESULTS AND DISCUSSION

Vocabulary Skills

Table 1 presents the level of language abilities of vocabulary skills among the total respondents of (n = 154) and rated their degrees of satisfaction based on their corresponding answers. With an average score of 37.42 out of 40, the majority of participants (73.03%) demonstrated outstanding vocabulary skills. With an average of 32.33, just a small number of students (13.82%) performed really well. With an average score of 29.83, a tiny fraction (7.89%) reached a satisfactory level. Furthermore, a small group (2.63%) demonstrated adequate language skills, with an average score of 25.50. Another 2.63% of students scored below expectations, with an average of 21.50. The average vocabulary skills score for the sample was 29.32, indicating a satisfactory performance. These findings emphasize the importance of tailored treatments to increase students' vocabulary skills and overall language proficiency.

Understanding vocabulary poses a serious problem for second language learners and affects their overall understanding (Handayani, 2018). Vocabulary holds significant importance in the process of language acquisition and forms the basis of speaking, listening, reading and writing skills (Mandasari and Aminatun, 2020). To solve this problem, students need to adapt their learning (Wahyudin and Rido, 2020), adopt good strategies (Lestari and Wahyudin, 2020), and use various media to support learning (Sari and Wahyudin, 2019; Sasalia and Sari, 2020) improving their language proficiency. Lack of language skills is a big problem (Fitri, 2018). The Philippines PISA 2018 Country Report shows that Filipino students have average scores, with only one in five students reaching the lowest level in all readings. This shows that Filipino students' vocabulary is insufficient (PISA 2018, 2019). Research highlights the importance of language skills as the most powerful component of learning listening comprehension across a wide range of specific knowledge and skills (Wallace, 2020). Additionally, research shows that listening comprehension directly increases the percentage of words recognized in concepts (Durbahn et al., 2020). Moreover, the reading proficiency level of Filipino students, as indicated in the PISA 2018 National Report of the Philippines, is categorized as levels 1a and 1b. This implies that students can only assess the literal meaning of basic words, comprehend the literal meaning and primary concept of short passages, and connect simple material through their thoughts (PISA, 2018, 2019). Given that current pedagogical practices are deemed less effective, there is a need to explore innovative teaching strategies to address this issue. Engaging in communicative learning practices offers a potential solution, allowing Filipino learners to enhance their vocabulary skills through collaborative learning processes. Another noteworthy trend in vocabulary research involves the creation of academic word lists, capturing words frequently encountered in academic lectures to better equip learners for subsequent academic tasks (Coxhead, 2020). Consequently, educators should prioritize communicative learning approaches to enhance students' communication skills and expand their vocabulary knowledge.

The study's findings highlight the need to address students' vocabulary skills and provide tailored interventions to improve their language proficiency. The participants' varied range of performance levels underscores the necessity for customized methods to fulfill the individual needs of students at various ability levels. The

majority of students displayed outstanding vocabulary skills, indicating a good command of the language. However, a considerable proportion received merely satisfactory or fairly satisfactory levels, indicating that there is space for growth. A small percentage of students fell below expectations, indicating the need for more assistance. The total sample's average vocabulary skills score indicates a satisfactory overall performance among students.

Moreover, this is consistent with prior research emphasizing the difficulties Filipino kids encounter in acquiring language skills and obtaining reading literacy competency. To address these issues, educators must adopt effective teaching strategies that promote communicative learning and collaborative approaches. By focusing on communication skills and enhancing vocabulary knowledge through interactive methods, teachers can help students improve their language proficiency. By doing so, educators can support students in reaching higher levels of vocabulary proficiency and enhancing their overall language abilities.

Table I Students' Vocabulary Skills (n=154)

Satisfaction Level	Frequency	Percentage	M	SD	Min	Max
Outstanding	111	73.03	37.42	1.10	34.00	40.00
Very Satisfactory	21	13.82	32.33	0.80	31.00	33.00
Satisfactory	12	7.89	29.83	1.52	26.00	32.00
Fairly Satisfactory	4	2.63	25.50	0.58	25.00	26.00
Did Not Meet Expectation	4	2.63	21.50	0.58	21.00	22.00
Overall Performance	154	100.00	29.32		-Satisfactory	

Note: Vocabulary Skills Scale: 34-40 (Outstanding); 31-33 (Very Satisfactory); 28-30 (Satisfactory); 24-27 (Fairly Satisfactory); 23 and below (Did Not Meet Expectation)

Reading Comprehension

Table 2 the level of reading comprehension among respondents in different types of questions: literal, inferential, critical, and application. Most respondents have an outstanding remark regarding their response to the question under Literal (M=8.23, SD=1.45) and Critical (M= 8.47, S= 1.60).In contrast, the other students have very satisfactory remarks in terms of their responses under the Application question (M=8.72, SD=1.48) while satisfactory remarks to questions under Inferential (M=7.95, SD=1.88).

It is revealed that most of the students can correctly answer both literal and critical questions about a reading passage, which means they understand the text well. It shows that they not only get the basic facts and details but also can think deeply about the meaning and importance of the text. This indicates that the students are good at understanding what they read and can think critically and analyze the information. It's a sign that they have a higher level of reading skills and can go beyond just understanding the surface-level meaning of the text.

In addition, in terms of readers' comprehension skill and their standards of coherence, high-comprehending readers have been found to adjust their reading strategies depending on genre whereas low-comprehending readers read both genres similarly (Kraal et al., 2019). This may be because low-comprehending readers struggle with making inferences in both genres, whereas high-comprehending readers may make inferences in narrative texts rather easily, but expository texts provide more of a challenge (Kraal et al., 2019). This level of comprehension relies on how well students can work with individual words. It depends on their ability to correctly recognize and understand the meaning of each word, as well as how words come together to form sentences and convey ideas.

Reading is about understanding written texts (Samiei and Ebadi, 2021). There are two ways to read: vocabulary and comprehension (Nurjanah, 2018). Recognizing a word is about understanding the spelling of

written characters and spoken words (Hungwe, 2019). Data confirmed by various studies show that there are different levels of reading comprehension. According to (Kim and Pae, 2021), students still face some significant problems when learning to read. They may not have prior knowledge of the text. They have poor translation, poor vocabulary, and poor writing skills (Gruhn et al., 2020). The reading comprehension levels of students studying in Islamic economics courses are especially low. The findings from multiple studies support the notion of distinct levels of reading comprehension, each imposing specific cognitive requirements on the reader and demanding varying degrees of interaction with the text. This continuum of reading comprehension skills suggests that students must initially demonstrate proficiency in tasks related to literal comprehension before progressing to more profound interactions with the text, such as those involving inferential and evaluative understanding (Herber, 2020).

This level of comprehension relies on how well students can work with individual words. It depends on their ability to correctly recognize and understand the meaning of each word, as well as how words come together to form sentences and convey ideas. According to Rupley and Blair (2019), when it comes to literal comprehension, there are two main strategies involved. The first one is recall, which means being able to remember and state an idea from a passage, such as the main idea or a specific detail. The second strategy is recognition, which involves being able to identify whether certain information is mentioned in a passage or not.

Conversely, literal comprehension involves the reader extracting information that is explicitly presented in the text. This skill involves understanding the primary, literal meaning of words, ideas, or sentences within their context. Readers must comprehend ideas and information explicitly stated in the reading materials (Naniwarsih & Andriani, 2018). According to Srisang & Everatt (2021), inferential comprehension refers to the ability to draw thoughtful and well-supported conclusions based on the facts and information provided in the text. This skill requires reading between the lines and making informed conjectures about aspects not expressly stated in the text. Inferential comprehension may also entail interpreting figurative language, making predictions, discerning the mood, and assessing the author's perspective.

Furthermore, at the critical level of comprehension, students are encouraged to read with a critical mindset. They are guided to compare ideas in the text, think about the main message implied by the written words, and relate those ideas to their own real-life experiences. Critical comprehension involves readers making judgments by evaluating key factors in the text. Achieving a high level of comprehension necessitates readers to employ external criteria based on their own experiences to assess the quality, values, reasoning, simplifications, and generalizations presented in the text. Critical comprehension entails analyzing the text by identifying key terms, disregarding irrelevant sections, and choosing appropriate titles that align with the narrative (Zhang & Kim, 2018). Readers are capable of grasping implicit meanings, analyzing and organizing the content, and drawing conclusions or forming judgments (Asgari, Ketabi, & Amirian, 2019). At this level of reading proficiency, readers are actively engaged, inquisitive, seeking factual information, and withholding judgment until they have thoroughly considered all aspects of the material (Srisang & Everatt, 2021).

The highest level of reading comprehension, known as evaluative comprehension or application question, builds upon the skills and strategies developed in literal inferential and critical comprehension (Rupley and Blair, 2019). In the comprehension test, readers not only understand the meaning of the text but also interpret the author's purpose, identify relationships in the text, and identify or evaluate information based on their own knowledge and experience. This level of understanding goes beyond the text and incorporates external information to create new concepts and connections beyond what is explicitly stated. In comprehension tests, readers examine and evaluate texts based on their background knowledge, adding depth and nuance to their understanding. Creating new concepts and relationships involves several different skills, including divergent thinking, analysis, synthesis, and evaluation (Vacca et al., 2009) and, where appropriate, emotional or personal thoughts and feelings (Rupley and Blair, 1983).

The study implies that students demonstrate proficiency in answering literal and critical questions in reading comprehension but less with the inferential and application questions, which indicates a solid understanding of explicit information and critical thinking skills. Reading comprehension is a vital skill in literature that involves understanding and interpreting written texts. It encompasses the ability to comprehend explicit

information, draw inferences, analyze the author's intent, and make connections to prior knowledge and experiences.

The students' reading comprehension was outstanding in terms of literal and critical comprehension. However, they had satisfactory performance in inferential and application questions.

Table II Students' Reading Comprehension Skills (n= 154)

Constructs	M	SD	Remarks
Literal	8.238	1.455	Outstanding
Inferential	7.954	1.884	Satisfactory
Critical	8.477	1.608	Outstanding
Application	8.722	1.488	Very Satisfactory

Note: 4.50-5.0 (Very Satisfactory); 3.50-4.49 (Satisfactory); 2.50-3.49 (Fair), 1.50-2.49 (Poor); 1.0-1.49 (Very Poor)

Relationship between the Students` Vocabulary Skills and Reading Comprehension Skills

Table 3 shows that there was a highly significant difference between the student's vocabulary skills and reading comprehension in terms of all areas. The results of the correlation analysis reveal a highly significant positive relationship between students' vocabulary skills and their performance in various reading comprehension skills. This indicates that there is a strong connection between the two variables.

Specifically, the correlation coefficient between vocabulary skills and literal reading is 0.40, indicating a moderate to strong positive correlation. This suggests that as students' vocabulary skills improve, their ability to comprehend and analyze text at a literal level also tends to increase. They demonstrate a better understanding of main ideas, accurately comprehend explicit information, and grasp the surface-level meaning of the text more effectively.

According to Masrai (2019), in the titled "Vocabulary and Reading Comprehension Revisited: Evidence for High-, Mid-, and Low-Frequency Vocabulary Knowledge," the relationship between vocabulary mastery and reading understanding has been thoroughly investigated. This study aimed to examine the impact of high-, mid-, and low-frequency vocabulary knowledge on reading comprehension, providing valuable insights into the specific relationship between vocabulary acquisition and comprehension abilities. The findings from this study contribute to the existing body of research, shedding light on the crucial role of vocabulary knowledge in enhancing reading comprehension proficiency.

In the study entitled "The Analysis on Students' Difficulties in Doing Reading Comprehension Final Test," it was indicated that students with a large vocabulary tend to find reading comprehension easier. This study primarily focused on examining the challenges encountered by students during reading comprehension assessments. By considering the findings of the study and their analysis of students' difficulties, it becomes evident that a robust vocabulary plays a crucial role in facilitating reading comprehension proficiency Nurjanah (2019).

A study titled Impact of Vocabulary Knowledge on Reading Comprehension in EFL Learners in Saudi Arabia' linked both vocabulary knowledge and reading comprehension. This study shows that the relationship between vocabulary and reading is not unidirectional but reciprocal, as both attributes are required for good reading. The research highlights the link between vocabulary and reading comprehension, highlighting the importance of vocabulary knowledge in improving reading comprehension among EFL learners in Saudi Arabia Khasawneh (2019).

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Similarly, the correlation coefficient between vocabulary skills and inferential reading is 0.37, also indicating a moderate to strong positive correlation. This suggests that as students enhance their vocabulary skills, they become more proficient in understanding implicit information, making connections, and inferring meaning beyond the literal text. They can grasp the underlying messages and the author's intentions more accurately.

Furthermore, the correlation coefficient between vocabulary skills and critical reading is 0.43, indicating a relatively strong positive correlation. This implies that students with a broader vocabulary tend to excel in critically analyzing written material. They are better equipped to evaluate arguments, identify logical fallacies, and assess the effectiveness of the author's reasoning and evidence.

Lastly, the correlation coefficient between vocabulary skills and application reading is 0.28, indicating a positive correlation, albeit slightly weaker compared to the other variables. This suggests that students with stronger vocabulary skills are more likely to demonstrate higher proficiency in applying their reading comprehension skills in practical contexts. They can effectively utilize their understanding of the text to solve problems, answer questions, and make connections to real-life situations.

In summary, the findings of this research, supported by Khasawneh (2019), Masrai (2019), and Nurjanah (2018), highlight the importance of vocabulary skills about various aspects of reading comprehension. Students with stronger vocabulary skills tend to perform better in literal reading, inferential reading, critical analysis, and application reading. These findings emphasize the need for educators and curriculum developers to emphasize vocabulary instruction as a means to enhance student's overall reading comprehension abilities. By fostering vocabulary development, students can improve their comprehension, analysis, and application of written texts across multiple dimensions of reading.

Table III Relationship between the Students' Learning Environment and their Listening Comprehension Skills

Variables	r- value	p-value	Remarks
Vocabulary Skills	0.40	0.000	Highly Significant
Critical Reading	0.37	0.000	Highly Significant
Inferential Reading	0.43	0.000	Highly Significant
Critical Analysis	0.28	0.001	Highly Significant
Application Reading			

Note: **p<0.01 (Highly Significant); *p<0.05 (Significant); p>0.05 (Not significant)

CONCLUSION

Based on the findings, the following conclusion is drawn:

1. The students' satisfactory performance in vocabulary skills indicates a strong foundation in essential language concepts. This level of proficiency is important for effective communication and lays the groundwork for more advanced literacy skills to facilitate comprehensive language development among students.

2. The students' outstanding performance in understanding and analyzing texts shows they excel in literal and critical reading, while satisfactory results in applying knowledge and making inferences indicate areas for

improvement.

3. Students' vocabulary skills improve, and their ability to comprehend and analyze text at a literal, inferential, critical, and application level also tends to increase. Students with higher vocabulary skills tend to excel in critical and inferential reading, as well as critical analysis and application, demonstrating a better grasp of main ideas and explicit information.

RECOMMENDATIONS

This research indicates that the relationship between students' vocabulary skills and reading comprehension skills involves different factors. Therefore, the relationship between vocabulary skills and reading comprehension skills is complex. The researcher suggested that:

1. Adopt effective teaching strategies that promote communicative learning and collaborative approaches that will focus on enhancing vocabulary knowledge through interactive methods by implementing vocabulary enrichment. Teachers can help students improve their language proficiency, which underscores the need to prioritize vocabulary development and implement innovative pedagogical practices to foster better language skills.

2. Encourage self-directed learning by promoting the use of vocabulary-building apps and resources, as well as regular reading habits that expose students to diverse texts, helping them expand their vocabulary and comprehension skills.

3. Develop professional development workshops focused on effective vocabulary instruction and reading comprehension strategies, ensuring educators are equipped to support students' literacy growth.

4. Integrate vocabulary development into all subject areas, ensuring instructional materials emphasize the connection between vocabulary skills and reading comprehension, fostering a more comprehensive approach to language learning.

5. Conduct further studies to explore the long-term effects of enhanced vocabulary instruction on reading comprehension across different student demographics, providing insights that can inform best practices in literacy education.

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