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The Relationship between Vocabulary Mastery and Reading Comprehension of English Education Students at UNUSA

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Abstract

This study examined the relationship between vocabulary mastery and reading comprehension among English Education students at Universitas Nahdlatul Ulama Surabaya (UNUSA). A quantitative correlational design was employed to determine whether students' vocabulary knowledge was significantly associated with their ability to comprehend English texts. The population consisted of 40 students from the 2023 and 2024 cohorts. Using stratified random sampling and the Lemeshow formula, 28 students were selected as participants. Data were collected through a vocabulary mastery test and a reading comprehension test. The vocabulary test assessed word meanings, synonyms, antonyms, and contextual word use, while the reading test measured students' ability to identify main ideas, supporting details, references, implied meanings, and vocabulary in context. The data were analyzed using descriptive statistics and Pearson Product Moment Correlation. The findings showed that the students obtained a mean vocabulary mastery score of 77, categorized as good, and a mean reading comprehension score of 74, categorized as moderate. The correlation analysis produced an r-value of 0.61 with a significance value of 0.000, indicating a strong, positive, and statistically significant relationship between the two variables. These findings suggest that students with broader vocabulary knowledge tend to comprehend English texts more effectively. Therefore, systematic vocabulary development should be integrated into reading instruction through contextual exercises, extensive reading, and independent learning activities.

Keywords: Vocabulary Mastery, Reading Comprehension, Correlation Study, English Education Student

1. Introduction

In many facets of life, such as education, communication, and international engagement, English is crucial (Kurniawan, 2024). Many nations, including Indonesia, teach English as a foreign language due to its significance (Mantra, 2022). In Indonesia, English has become an important subject in the educational system, although students still face challenges in using English in daily communication (Rahmah et al., 2023). In learning English, students are expected to develop four main language skills: listening, speaking, reading, and writing. Among these skills, reading is considered one of the most important because student can gain a great deal of information and knowledge through reading activities (Ramadani et al., 2021). In the researcher's view, reading comprehension is important for university students because it helps them understand academic materials and obtain information from various written sources more effectively.

Reading allows students to understand new ideas, explore information, and learn independently through written texts (Ramya, 2024). In higher education, university students are often required to read various academic materials such as book, articles, journals written in English. Therefore, good reading comprehension skills are very important for students to understand the content of the texts they read. Reading comprehension refers to the ability to understand and interpret the meaning of written texts (Sarena et al., 2023).

Reading comprehension is not merely a process of recognizing words and sentences. It also involves constructing meaning from a text by integrating prior knowledge, linguistic knowledge, and cognitive strategies. Skilled readers are able to identify important information, make predictions, draw conclusions, and evaluate the content critically. In academic settings, reading comprehension becomes increasingly important because students are expected to analyze complex texts and extract relevant information for learning purposes.

Furthermore, reading comprehension contributes significantly to academic achievement. Students who possess strong reading comprehension skills are generally more successful in understanding course materials, completing assignments, and participating in classroom discussions. Conversely, students who experience difficulties in reading comprehension may struggle to keep up with academic demands, especially when the learning materials are presented in English. Therefore, reading comprehension is considered a fundamental skill that supports students' overall academic performance.

Reading comprehension involves several cognitive processes, including identifying main ideas, making inferences, understanding vocabulary in context, and connecting information across different parts of a text. In higher education settings, these skills become increasingly important because students are frequently exposed to academic articles, textbooks, and research reports written in English. Therefore, students need adequate reading comprehension skills to successfully access and process academic information.

However, many students still experience difficulties in understanding English texts. One of the factors that influences reading comprehension is vocabulary mastery. Vocabulary refers to the knowledge of words and their meanings, including how the words are used in communication (Cook & Smakman, 2026). A rich vocabulary supports students in communicating effectively and understanding texts more easily (Siquera, 2023). Students who have good vocabulary knowledge tend to understand reading materials more easily. Vocabulary mastery includes not only knowing the meaning of words but also understanding how words are used in different contexts. Students with strong vocabulary knowledge can recognize synonyms, antonyms, collocations, and contextual meanings more effectively. Consequently, they are able to understand texts with greater accuracy and efficiency. Vocabulary knowledge can be categorized into receptive and productive vocabulary. Receptive vocabulary refers to words that learners can recognize and understand when reading or listening, while productive vocabulary refers to words that learners can actively use in speaking and writing. Both types of vocabulary contribute significantly to language proficiency and support learners in comprehending written texts effectively. On the other hand, students with limited vocabulary may find it difficult to understand the meaning of the texts they read.

For English as a Foreign Language (EFL) learners, vocabulary mastery is particularly important because vocabulary serves as the foundation for developing all language skills. Learners who possess sufficient vocabulary knowledge are generally more confident in reading, listening, speaking, and writing activities. In contrast, limited vocabulary often becomes a barrier that prevents learners from understanding messages and expressing ideas effectively.

Moreover, vocabulary acquisition supports students in accessing academic resources written in English. Since many textbooks, journal articles, and online learning materials are available in English, students with broader vocabulary knowledge are more likely to benefit from these resources. Therefore, vocabulary development should be considered a continuous process throughout language learning.

Because vocabulary plays an important role in understanding texts, it is necessary to examine the relationship between vocabulary mastery and reading comprehension. Understanding this relationship can help students and teachers recognize the importance of vocabulary development in improving reading skills. Vocabulary is considered one of the basic components in language learning. Without sufficient vocabulary, students may face difficulties not only in reading but also in expressing ideas, understanding instruction, and participating in academic activities (Ferreira & Yan, 2022). Effective vocabulary instruction is crucial to overcoming these challenges and enhancing overall language proficiency, enabling students to engage more fully in their educational experiences. Vocabulary knowledge helps students identify the meaning of words in context, understand sentence structures, and connect ideas within a text (Harmon & Wood, 2023). Therefore, students with broader vocabulary knowledge usually have better comprehension when reading English texts.

Vocabulary mastery and reading comprehension are closely interconnected. During reading activities, students constantly encounter unfamiliar words that may influence their understanding of a text. Readers who possess extensive vocabulary knowledge can identify word meanings more quickly and focus on understanding the overall message of the text. Conversely, limited vocabulary knowledge often causes misunderstanding and reduces reading effectiveness. Therefore, vocabulary is widely recognized as one of the strongest predictors of successful reading comprehension.

In the context of higher education, reading comprehension becomes even more essential because students are expected to engage with academic texts that contain complex vocabulary and specialized terminology. University students frequently encounter textbooks, research articles, and scholarly publications that require a high level of language proficiency. Without adequate vocabulary knowledge, students may struggle to understand the content of these materials, which can negatively affect their academic performance.

Moreover, academic reading requires students not only to understand the literal meaning of a text but also to evaluate arguments, identify supporting evidence, and synthesize information from multiple sources. These higher-order reading skills are difficult to achieve when students have limited vocabulary knowledge. Therefore, vocabulary mastery serves as a foundation that enables learners to process information more effectively and participate actively in academic learning.

For English Education students, vocabulary mastery is particularly important because they are expected to become future educators and language practitioners. Their ability to understand English texts accurately may influence their future teaching performance and professional development. Consequently, investigating the relationship between vocabulary mastery and reading comprehension among English Education students is highly relevant in understanding factors that contribute to their academic success.

From a theoretical perspective, vocabulary knowledge serves as a foundation for language comprehension. According to language learning theories, vocabulary acts as a bridge between word recognition and text understanding. When readers encounter unfamiliar words, they may experience interruptions in the comprehension process, which can reduce their ability to understand the overall meaning of a text. Therefore, vocabulary mastery is often viewed as a prerequisite for successful reading comprehension.

In addition, vocabulary development can occur through various learning activities, such as extensive reading, classroom instruction, independent learning, and interaction with authentic language materials. Students who frequently engage with English texts tend to acquire new vocabulary more effectively, which in turn enhances their reading comprehension ability. This reciprocal relationship suggests that vocabulary learning and reading comprehension support each other in the language acquisition process.

Reading comprehension and vocabulary knowledge are positively correlated, according to several prior studies. (He & Deovampo, 2023). Students who possess higher vocabulary knowledge generally achieve better results in reading activities because they can recognize and understand more words in texts (Schuth et al., 2017). These findings indicate that vocabulary is an important factor that supports reading comprehension ability. However, the relationship between vocabulary mastery and reading comprehension of English Education students at UNUSA still needs further investigation.

Although many studies have examined the relationship between vocabulary mastery and reading comprehension, most of them focused on school students. Studies involving university students, especially English Education students, are still limited. In addition, research conducted at Universitas Nahdlatul Ulama Surabaya (UNUSA) regarding this topic is rarely found. Therefore, further investigation is needed to determine whether vocabulary mastery is significantly related to reading comprehension among English Education students at UNUSA.

As previously explained, the purpose of this study is to determine whether vocabulary mastery and reading comprehension among English Education students at UNUSA are significantly correlated. The study's findings should be helpful for reading comprehension skills, instructors, and students.

2. Research Methods

This study employed a quantitative correlational research design. The correlational approach was chosen because the purpose of the study was to determine whether a significant relationship existed between vocabulary mastery and reading comprehension without manipulating the variables. The population consisted of 40 English Education students from the 2023 and 2024 cohorts. A stratified random sampling technique was applied to ensure proportional representation from each cohort. Based on the Lemeshow formula, 28 students were selected as participants. Two instruments were used in this study, namely a vocabulary mastery test and a reading comprehension test. The vocabulary test was designed to measure students' vocabulary knowledge, while the reading comprehension test assessed students' ability to understand English texts. The vocabulary test consisted of multiple-choice questions covering several aspects of vocabulary knowledge, including word meaning,

synonyms, antonyms, and contextual word usage. These aspects were selected because they represent important components of vocabulary mastery that support language comprehension. Each correct answer was awarded one point, while incorrect answers received zero points.

Meanwhile, the reading comprehension test consisted of English reading passages followed by comprehension questions. The questions measured students' ability to identify main ideas, supporting details, references, vocabulary in context, and implied meanings. These indicators were used to evaluate students' overall reading comprehension ability.

The tests used in this study were developed based on indicators commonly used to measure vocabulary mastery and reading comprehension. The vocabulary test was designed to evaluate students' understanding of word meanings, synonym and antonym recognition, as well as contextual vocabulary usage. These aspects were selected because they represent essential components of vocabulary knowledge that support language comprehension.

Meanwhile, the reading comprehension test was designed to assess several reading skills, including identifying main ideas, recognizing supporting details, making inferences, understanding vocabulary in context, and interpreting information presented in written texts. These indicators were considered appropriate because they reflect the reading abilities required by university students when engaging with academic materials.

To ensure consistency in scoring, all test items were assessed using the same scoring criteria. Correct answers were awarded one point, while incorrect answers received zero points. The total scores obtained from each participant were then converted into numerical data for statistical analysis. This procedure was intended to provide objective measurements of both vocabulary mastery and reading comprehension.

The data collection process was conducted in several stages. First, the researcher determined the participants based on the sampling technique used in the study. Second, the vocabulary mastery test and reading comprehension test were administered to the selected participants. Third, the students' answers were scored and tabulated. Finally, the collected data were analyzed using descriptive statistics and Pearson Product Moment Correlation to determine the relationship between vocabulary mastery and reading comprehension.

3. Results and Discussions

The study's findings describe the students' reading comprehension and vocabulary mastery scores as well as the correlation between the two measures.

The descriptive statistics showed that the mean score of students vocabulary mastery was 77, which was categorized as good, while the mean score of reading comprehension was 74, categorized as moderate. These findings indicate that most students had sufficient vocabulary knowledge to support their understanding of English reading texts.

This result is in line with other research that found vocabulary competence is crucial to reading comprehension (Ofayani, 2024). Furthermore, another study discovered a strong correlation between reading proficiency and vocabulary knowledge (Putri & Syahid, 2024).

Students' reading comprehension abilities may therefore be enhanced by increasing their vocabulary competence. This result lends credence to the notion that vocabulary plays a significant role in language acquisition, especially in reading comprehension.

Table 1. Descriptive Statistics

Variable	N	Mean	Category
Vocabulary Mastery	28	77	Good
Reading Comprehension	28	74	Moderate

The descriptive statistics indicate that students generally demonstrated a good level of vocabulary mastery. The mean score of 77 suggests that most participants possessed sufficient vocabulary knowledge to support their academic reading activities.

Meanwhile, the average reading comprehension score was 74, categorized as moderate. This result indicates that students were able to understand English texts reasonably well, although some difficulties remained when encountering unfamiliar vocabulary and complex sentence structures.

Moreover, Reading comprehension and vocabulary knowledge were found to be positively correlated using the Pearson Product Moment Correlation study. The two variables had a good association, as indicated by the correlation coefficient (r) of 0.61.

Table 2. Correlation Result

Variables	r-value	Interpretation
Vocabulary Mastery and Reading Comprehension	0.61	Strong

The findings revealed a strong positive relationship between vocabulary mastery and reading comprehension, as indicated by the correlation coefficient of 0.61. This suggests that students with higher vocabulary mastery tended to achieve better reading comprehension scores.

The correlation coefficient of 0.61 indicates that vocabulary mastery contributes substantially to students' reading comprehension performance. Although vocabulary is not the only factor affecting reading comprehension, the result demonstrates that students with better vocabulary knowledge generally have a greater ability to understand written texts. This finding highlights the importance of vocabulary development as part of English language instruction.

The correlation coefficient obtained in this study indicates that vocabulary mastery plays a meaningful role in supporting students' reading comprehension. Although reading comprehension is influenced by multiple factors, vocabulary knowledge appears to be one of the most significant components that contributes to successful text understanding. Students who possess broader vocabulary knowledge are generally able to recognize words more quickly and understand their meanings without interrupting the reading process.

When readers encounter unfamiliar vocabulary, they often need additional time and effort to infer meanings from context. This process may reduce reading efficiency and increase the possibility of misunderstanding important information. In contrast, students who already possess sufficient vocabulary knowledge can allocate more cognitive resources to interpreting ideas, analyzing arguments, and connecting information within a text. As a result, they are more likely to achieve better comprehension outcomes.

The findings also suggest that vocabulary knowledge functions as a bridge between word recognition and overall text comprehension. Readers cannot fully understand a text if they are unable to understand the words that construct the meaning of that text. Therefore, vocabulary mastery should not be viewed merely as the ability to memorize word definitions but as a fundamental component of language proficiency that supports academic learning.

Another possible explanation for the strong relationship found in this study is that university students are frequently exposed to English-language academic materials. Research articles, textbooks, and online learning resources often contain advanced vocabulary that may not be encountered in everyday communication. Students with larger vocabularies are therefore better prepared to access and understand these materials compared to students with limited vocabulary knowledge.

Furthermore, the findings highlight the importance of continuous vocabulary development throughout the learning process. Vocabulary acquisition is not a one-time activity but a gradual process that occurs through repeated exposure to language. Students who regularly engage in reading activities are likely to encounter new vocabulary items, which may subsequently improve both their vocabulary mastery and reading comprehension ability. This finding supports the view that reading and vocabulary development have a reciprocal relationship in language learning.

The results of this study also provide valuable insights for English language instruction. Lecturers should recognize that vocabulary development can significantly influence students' academic performance, particularly in courses that require extensive reading. Therefore, vocabulary instruction should be integrated into classroom activities rather than being treated as an isolated aspect of language learning. Through meaningful learning experiences, students can develop vocabulary knowledge while simultaneously improving their reading skills.

In addition, the findings emphasize the importance of encouraging students to become independent readers. Extensive reading activities may expose students to a wider range of vocabulary and language structures, allowing them to develop deeper comprehension skills over time. Students who read regularly are more likely to encounter vocabulary repeatedly in different contexts, which helps strengthen retention and understanding.

Finally, the strong correlation identified in this study indicates that efforts to improve vocabulary mastery may contribute positively to students' reading achievement. Although vocabulary is not the only factor influencing comprehension, it remains a crucial element that supports students in understanding written texts effectively. Consequently, educational institutions should consider vocabulary development as an important component of English language education, particularly at the university level.

The findings of this study may also be explained through cognitive perspectives on language learning. Reading comprehension requires learners to process information rapidly while simultaneously constructing meaning from a text. When students possess sufficient vocabulary knowledge, they can recognize words automatically and devote more attention to understanding relationships among ideas within the text. This process allows readers to focus on comprehension rather than decoding individual words.

In contrast, students with limited vocabulary knowledge often experience interruptions during reading. They may need to stop frequently to infer meanings or consult external resources, which can disrupt the flow of comprehension. As a result, they may find it more difficult to identify main ideas, draw conclusions, and retain information from the text. Therefore, vocabulary mastery can be considered an important factor that supports efficient reading processes.

The findings also highlight the interconnected nature of language skills. Vocabulary knowledge not only contributes to reading comprehension but may also support other aspects of language learning, including writing, speaking, and listening. Students who possess broader vocabulary knowledge are generally better equipped to express ideas, understand spoken language, and engage in academic communication. Consequently, vocabulary development should be viewed as a long-term investment in overall language proficiency rather than a separate learning objective.

In practical terms, students who possess a larger vocabulary can process information more efficiently because they spend less time identifying word meanings. As a result, they are able to focus on understanding the relationships between ideas and extracting important information from the text. This advantage becomes particularly significant in higher education, where students are required to read academic articles, research papers, and textbooks written in English.

On the other hand, students with limited vocabulary knowledge may encounter obstacles when reading academic texts. Difficulties in understanding key vocabulary can affect their ability to identify main ideas, make inferences, and interpret information accurately. Consequently, inadequate vocabulary knowledge may reduce reading effectiveness and overall academic performance.

Vocabulary knowledge enables students to recognize and understand words encountered in texts more efficiently. Consequently, students can focus their attention on understanding ideas and information rather than struggling with unfamiliar vocabulary.

The findings of this study support previous studies conducted by Bishry (2018), Ramadani et al. (2021), and Sarena et al. (2023), which also reported positive relationships between vocabulary mastery and reading comprehension. These similarities strengthen the argument that vocabulary plays a fundamental role in successful reading performance.

The present findings are consistent with previous studies that emphasized the important role of vocabulary knowledge in reading comprehension. Ramadani et al. (2021) found that students with better vocabulary mastery tended to achieve higher reading comprehension scores. Similarly, Sarena et al. (2023) reported that vocabulary knowledge significantly contributed to students' ability to understand reading texts.

However, this study differs from previous research because it focuses on university students, particularly English Education students at UNUSA. Unlike school students, university students are frequently exposed to academic texts that require a higher level of vocabulary knowledge. Therefore, the findings provide additional evidence that vocabulary mastery remains an important factor influencing reading comprehension even at the higher education level.

For English Education students, vocabulary mastery is particularly important because they are frequently exposed to English academic texts. Therefore, lecturers should encourage vocabulary enrichment activities to help students improve their reading comprehension skills.

With a significance value of 0.000 (< 0.05), the research revealed a strong link between vocabulary knowledge and reading comprehension among UNUSA English Education students. The two variables were strongly correlated, as indicated by the correlation coefficient value of 0.61. This indicates that pupils who were more proficient in vocabulary generally scored higher on reading comprehension tests.

The study's findings corroborate earlier findings that vocabulary knowledge plays a significant role in reading comprehension skills (Ofayani, 2024). In a similar vein, Putri and Syahid (2024) discovered a strong correlation between pupils' reading proficiency and vocabulary knowledge.

Vocabulary mastery enables students to understand the meaning of words and sentences in a text more easily. As a result, students can better comprehend the overall information presented in the reading text. In contrast, students who have limited vocabulary knowledge may encounter difficulties in understanding English texts, especially when they find unfamiliar words.

Therefore, To enhance students' reading comprehension abilities, vocabulary mastery development is crucial. This result supports the notion that vocabulary is one of the most important aspects of learning a language, particularly when it comes to reading comprehension.

Another important implication of this study is the need for lecturers to integrate vocabulary learning into reading instruction. Vocabulary activities such as word mapping, contextual guessing, extensive reading, and vocabulary journals can help students expand their lexical knowledge. Through consistent exposure to new vocabulary, students may gradually improve their reading comprehension ability.

The findings also have broader educational implications for curriculum development. English language courses should provide systematic vocabulary instruction that is integrated with reading activities rather than treating vocabulary as a separate component of learning. Through meaningful exposure to vocabulary in authentic reading contexts, students can develop both lexical knowledge and reading comprehension simultaneously.

Another implication of this study relates to students' independent learning habits. In higher education, students are expected to take responsibility for their own learning and actively seek opportunities to improve their language skills. Vocabulary development can be supported through various independent learning activities, such as reading

academic articles, using digital vocabulary applications, maintaining vocabulary notebooks, and engaging with English-language media.

Technology may also play an important role in supporting vocabulary acquisition. Online dictionaries, language learning platforms, and educational applications provide learners with opportunities to encounter and practice new vocabulary beyond the classroom environment. Through consistent exposure and practice, students can gradually expand their vocabulary knowledge and improve their reading comprehension ability.

Furthermore, lecturers may encourage collaborative learning activities that promote vocabulary development. Group discussions, peer-learning activities, and reading circles can provide opportunities for students to share new vocabulary and discuss meanings within specific contexts. Such activities may help students develop deeper understanding of vocabulary usage while simultaneously strengthening reading comprehension skills.

Additionally, educational institutions may encourage the use of extensive reading programs to help students expand their vocabulary knowledge. Such programs expose learners to a variety of texts and provide opportunities to encounter vocabulary repeatedly in different contexts. Repeated exposure is believed to strengthen vocabulary retention and improve reading performance over time.

Furthermore, the findings suggest that vocabulary instruction should not be limited to memorizing word meanings. Students should also learn how words function in different contexts, including their grammatical forms, collocations, and semantic relationships. Such comprehensive vocabulary instruction can support deeper text comprehension and enhance students' overall language proficiency.

Although the present study found a significant relationship between vocabulary mastery and reading comprehension, other factors may also influence reading performance. These factors include motivation, reading habits, prior knowledge, learning strategies, and language exposure. Therefore, future research should explore these variables to obtain a more comprehensive understanding of students' reading comprehension development.

Despite the significant findings, this study has several limitations. First, the sample size was relatively small, involving only 28 participants from one university. Second, the study focused solely on vocabulary mastery and reading comprehension without examining other factors that may influence reading performance. Third, the participants were limited to English Education students, which may restrict the generalizability of the findings. Therefore, future studies are encouraged to involve larger samples and investigate additional variables related to reading comprehension.

Future research may investigate the relationship between vocabulary mastery and other language skills, such as writing proficiency, speaking ability, or listening comprehension. Researchers may also examine whether factors such as learning motivation, reading habits, and self-efficacy influence the relationship between vocabulary mastery and reading comprehension.

In addition, future studies may adopt different research designs to explore the relationship between vocabulary mastery and reading comprehension more comprehensively. While correlational research is useful for identifying relationships between variables, experimental studies may provide stronger evidence regarding the effectiveness of vocabulary instruction in improving reading comprehension outcomes.

Researchers may also consider investigating different dimensions of vocabulary knowledge, including receptive vocabulary, productive vocabulary, academic vocabulary, and discipline-specific vocabulary. Examining these dimensions separately may provide deeper insights into which aspects of vocabulary contribute most significantly to reading comprehension performance among university students.

Finally, qualitative approaches such as interviews and classroom observations may complement quantitative findings by providing detailed information about students' experiences, challenges, and strategies related to vocabulary learning and reading comprehension. Such approaches could enrich the understanding of how vocabulary knowledge influences reading performance in real educational contexts.

Furthermore, future studies could employ larger samples from different universities to improve the generalizability of the findings. Comparative studies involving students from different educational backgrounds may also provide deeper insights into the role of vocabulary mastery in language learning.

4. Conclusion

Based on the findings of this study, it can be concluded that there is a positive relationship between vocabulary mastery and reading comprehension of university students. Students with higher vocabulary mastery tend to have better reading comprehension ability. Therefore, improving students' vocabulary knowledge is important to enhance their ability to understand written texts. Additionally, this study suggests that vocabulary is important for language development, especially for reading comprehension. The findings imply that vocabulary instruction should be integrated into reading activities in English language classrooms. Lecturers are encouraged to provide students with opportunities to develop vocabulary knowledge through extensive reading, vocabulary exercises, and contextual learning activities. Based on the findings, vocabulary mastery can be considered one of the important factors contributing to reading comprehension among English Education students at UNUSA. Students with better vocabulary knowledge tend to achieve higher reading comprehension scores because they are able to understand the meaning of words and interpret texts more effectively. The findings of this study provide practical implications for English language teaching. Lecturers are encouraged to implement vocabulary enrichment activities and provide students with regular opportunities to engage in reading practices. Through continuous vocabulary development, students may improve not only their reading comprehension but also their overall English language proficiency. Based on the findings of this study, English lecturers are encouraged to integrate vocabulary development activities into reading instruction. Activities such as extensive reading, vocabulary journals, contextual vocabulary exercises, and word mapping can help students expand their vocabulary knowledge. Students are also encouraged to engage in independent reading activities to improve both vocabulary mastery and reading comprehension. Through continuous exposure to English texts, students may gradually strengthen their overall language proficiency. Finally, this study contributes to the growing body of research concerning the relationship between vocabulary mastery and reading comprehension in higher education contexts. Future studies involving larger samples and additional variables are expected to provide deeper insights into the factors affecting students' reading achievement.

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