Relationship of Vocabulary Mastery and Reading Comprehension of 2nd Year BSED English Major Students of Gordon College A.Y. 2021 – 2022

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Abstract: Vocabulary mastery and reading comprehension are considered pivotal in language learning. Many studies linked and investigated the relationship of these two variables for the past few years; however, only few of them included the factors that influences the relationships to improve language learning and acquisition. The study examined the relationship between vocabulary mastery and reading comprehension of students to provide innovative English language teaching. It determined if both skills affect respondents' profiles. It also investigated factors affecting both skills. This quantitative correlational study examined 13 male and 37 female second-year BSED-English major students in Gordon College, Olongapo City, Philippines last A.Y. 2021-2022. Data was collected using an adapted questionnaire with five sections—Respondent's Profile, Extent of Factors Affecting Both Skills, and Vocabulary and Comprehension Tests. The study found no correlation between learner's profile and vocabulary mastery and reading comprehension. Beliefs about vocabulary learning, metacognitive strategies, inference, and dictionary usage impact students' vocabulary mastery. Learning preferences, motivation, techniques, and text affect reading comprehension. Most of English majors are proficient and some attained below-proficient scores. The researchers found that there is a high significant relationship between vocabulary mastery and reading comprehension. The study was limited to English majors and focuses only in vocabulary mastery and reading comprehension. This suggested that vocabulary mastery improves reading comprehension, and reading comprehension requires vocabulary knowledge to understand text. The study explored the factors and not only correlation of both skills which may contribute to linguistic field of teaching.

Keywords: vocabulary mastery, reading comprehension, metacognitive strategies, inference, texts

1. INTRODUCTION

Reading comprehension is one of the vital macro skills in learning and acquiring a particular language (Surwayan et al., 2020), while vocabulary mastery is one of the ways to improve the ability of the students in reading comprehension (Vordesti et al., 2017). It is mainly the teacher's duty to show students how important vocabulary is and why it should be used for reading comprehension (Petchsringam, 2014).

Both variables play a vital role in learning the English language. One of the primary factors consistently shown to affect reading is vocabulary (Isabelle, 2021). According to Sidek and Rahim (2015), children who have a strong vocabulary skill are able to comprehend a wide range of reading material, and they are able to converse better with other people from a diverse range of backgrounds and different levels of proficiency. In addition, vocabulary knowledge plays a vital role in reading comprehension performance as vocabulary learning is very critical and important in language acquisition (Moghadam et al., 2012). Furthermore, researchers have proposed that fully comprehending a word requires a wide range of linguistic knowledge, spanning from phonetic, spelling, and morphology (Zano and Phatudi, 2019). They also stated that vocabulary development is an indicator of language skills and that a large vocabulary is a necessary component of becoming a successful second or foreign language learner as it relates to competence in one of the most vital macro skills which is reading. Therefore, vocabulary mastery is necessary for successful reading comprehension (Sidek and Rahim, 2015).

Knowing that vocabulary mastery is required to attain reading comprehension skills, the main purpose of this study is to see how significant does it relates to reading comprehension. Through seeing how both variables relate to one another, it answered the problem if there is a need for vocabulary mastery in comprehending what the students read and what is their relationship that can help attain success in acquiring the language. The reason behind the conduct of the study was to determine and investigate the problems in relation to vocabulary mastery and reading comprehension. Analyzing the factors that relate to these problems provided a meaningful conclusion and recommendations that are helpful and vital for integrating the importance of the need for vocabulary mastery in shaping reading comprehension skills. In addition, the purpose of this study was to show what are the factors that affect reading comprehension and vocabulary mastery of the students, to know what was the extent of the students' vocabulary mastery and reading comprehension, and provide knowledge as to how these two correlates with one another to which they affect and contribute meaningful competency towards successful language acquisition.

2. REVIEW OF RELATED LITERATURE

2.1 Relationship of Vocabulary Mastery and Reading Comprehension

Vocabulary mastery and reading comprehension are seen to have a relationship with each other. It is supported by the research study conducted by Furqon (2013) where it revealed that there is a significant relationship between students' vocabulary mastery and their reading comprehension. In addition, Zano and Phatudi (2019) research findings showed the correlation between vocabulary knowledge depth and reading comprehension. Schmitt et al. (2011) discovered a linear link between vocabulary development and text comprehension of the learners. The research study also emphasizes the significance of the vocabulary level for text comprehension. In the research study of Manihuruk (2020), it is stated that students' vocabulary knowledge was significantly and moderately connected with their reading comprehension skills. On the other hand, the research study explored by Quian (2006), investigated the relationships between vocabulary depth and reading comprehension in English as a second language (ESL). The findings support that vocabulary size, depth of vocabulary knowledge and reading comprehension are highly and positively correlated. The study's findings emphasize the necessity of increasing the depth of vocabulary knowledge in learners' ESL reading comprehension processes.

2.2 Vocabulary Mastery and its importance in Reading Comprehension

Having huge vocabulary knowledge is important in reading comprehension. A research study conducted by Nation (2006) revealed that if 98 percent coverage of a text is required for independent comprehension of students, then a word-family vocabulary of 8,000 to 9,000 is required for reading comprehension. Moreover, Glende (2013) states that it is evident that word knowledge is important in reading. A large vocabulary is helpful in reading comprehension. To be successful, readers must have a toolbox of vocabulary strategies at their disposal in order to learn new words encountered while reading new texts. According to the findings of Sidek and Rahim (2015), vocabulary knowledge is a vital element for the effectiveness of a reading comprehension activity in L1 and L2. This viewpoint is clear, as participants in this study claimed that a lack of knowledge in word meaning leads them to be unable to comprehend specific information that is critical to understanding the entire text. Furthermore, it was discovered in the study of Staehr (2008) that the majority of the students did not know the top 2000 English terms, but if they did, they would perform well in reading examinations. This is proved by the correlational research study of Ibrahim et al. (2015) which shows that the greater the reading comprehension test scores, the higher the vocabulary levels test scores. Vocabulary knowledge directly contributed to reading comprehension through word recognition, and indirectly through reading fluency, decoding ability, and reading rate (McBride-Chang et al., 2005). Zano and Phatudi (2019) imply that a richer understanding of words helps learners understand reading comprehension better.

There are numerous aspects that influence one's ability to read and comprehend reading material efficiently. The reader's vocabulary size is one of many factors (Mirasol, 2019). Moreover, there are studies that have been identified that vocabulary skill is an important contributor to reading comprehension (Zhang, 2012). Ratnawati (2006) states that in order to achieve a high level of expertise in reading comprehension, students must first learn vocabulary, as vocabulary contributes to mastery in reading comprehension. According to Santillan and Daenos (2020), vocabulary knowledge is essential for understanding material and developing macro-skills, particularly reading. These findings suggest that the curriculum should be improved, particularly in terms of vocabulary as it is a factor that affects students' reading comprehension, to facilitate strategy learning and to provide more practice with vocabulary learning through reading. Existing research has shown that vocabulary knowledge contributes to reading comprehension through semantic meaning identification and also plays a role in inference on sentence meaning comprehension (Silva and Cain, 2015). According to Atienza (2002), whether or not students have mastered their vocabulary skills, it has an impact on their reading comprehension. Students must be able to understand a familiar word as well as its relationship to other words in a text. Recognizing a word's part of speech, definition, use context clues, and how it functions in a sentence are all part of mastering vocabulary. These vocabulary strategies can help students understand what they are reading.

2.3 Related Studies about Vocabulary Mastery and Reading Comprehension

There are many related studies conducted globally, in Asia, and locally that state the significant relationship of the

vocabulary mastery of students to their reading comprehension. Additionally, there are related studies conducted globally revealing that the greater the vocabulary mastery of students, the higher their reading comprehension is, in other words, vocabulary mastery has been significantly connected to reading comprehension. There are also studies that focused more on vocabulary mastery as a factor that affects students' reading comprehension. Furthermore, there are various problems that can be seen in relation to vocabulary mastery and reading comprehension. In the 2019 Programme for International Student Assessment (PISA), the Philippines ranked the lowest in reading comprehension among 79 countries and economies (Rimando, 2021). There are many students who are having a hard time understanding reading materials due to a lack of vocabulary development (Aristya, 2018). In addition, there are factors that affect students' vocabulary building such as recognizing the words, difficulty of words, and having limited sources of information (Rohmatillah, 2014). Students who understand and use more words in daily conversations often become much more advanced readers compared to other struggling classmates (Elleman et al., 2009). Students who begin schooling with limited vocabulary knowledge may struggle with reading comprehension and that struggle will limit their vocabulary growth (Sobolak, 2008).

Moreover, students experience low-level of reading comprehension and vocabulary mastery even at the college level, this claim is supported by the research study of Dela Peña and Rojas (2021). In their higher education study, it is shown that university students have a basic level of understanding, and that they frequently struggle with making inferences and recognizing the macrostructure of the written text. Moreover, their research study also discovered that education students have limited reading strategies and difficulty understanding written texts. Statistics revealed that only 12.4% of students perform well in a reading comprehension task, with 34.3% performing poorly.

Furthermore, a research study conducted by Helmanda and Meutia (2018) in English Department students at Muhammadiyah Aceh University, revealed the ability of the student to learn vocabulary is the core of English vocabulary mastery. This implies that English major students should develop close reading and critical writing, comprehend or learn the meaning of the words, as well as consider influential ideas as they analyze various reading materials (Pincus, 2019). In connection to that, a recent study conducted by Alqahtani (2015), states that English students are soon to be English educators, and that teaching vocabulary is difficult because many teachers are unsure of the best practices in vocabulary teaching. Teachers are struggling with how to teach students in order to achieve satisfactory results. Teaching words is an important part of learning a language because languages are built on words. It is nearly impossible to learn a language without words, both teachers and students agree that vocabulary acquisition is a critical component of language teaching. In addition, Cummings et al. (2019) state that one of

the most crucial abilities required for teaching and studying a foreign language is vocabulary. All other skills, like reading comprehension, listening comprehension, speaking, writing, spelling, and pronunciation, are built on this foundation, hence having strong vocabulary mastery and reading comprehension as an English major student will help a lot when entering their future profession which is the field of teaching.

All these problems paved the way for the researchers to identify if there is a significant relationship between vocabulary mastery and reading comprehension as they are seen as an important factor in language learning whereas they are related and connected with one another.

3. METHODOLOGY

3.1 Research Design

The researchers used Quantitative Research for the data-gathering process of the study since it is more efficient and it involves numerical data. Quantitative research is the process of collecting and analyzing numerical data and it is used to find averages and ppatterns, create predictions, test relationships, and generalize results to huge populations (Bhandri, 2020). Correlational research method was used to assess and interpret the relationship of vocabulary mastery and reading comprehension skills of the students. Correlational research is an example of a non-experimental research method. Non-experimental research is mostly used in quantitative research. It relies in the interpretation that came from surveys and correlations. According to Bhat (2015), non-experimental correlational research is used by researchers to measure the relationship of two or more non-manipulated variables. The researchers used this research method to help them gather quantifiable data from the respondents.

3.2 Respondents

The researchers chose the second-year students of Gordon College who are currently taking Bachelor of Secondary Education major in English as the respondents of the study to know the relationship of vocabulary mastery and reading comprehension. The researchers chose second-year BSED English major students as their respondents because this study was accurate for them as they are studying the English language at the tertiary level, wherein the respondents are going to teach the language soon. This provided a more accurate answer to the question, especially if there is really a relationship between vocabulary mastery and reading comprehension. The researchers had 50 respondents among the exact 61 population of second-year BSED English major students of Gordon College for the school year 2021 to 2022. The respondents come from the same department which is the College of Education, Arts and Sciences. They come from the same major which is English. However, the students are diverse which ensured that the analysis of the data was different from each other and not biased.

3.3 Research Instrument

The researchers used a questionnaire checklist and standardized questionnaire as the main instrument for data-gathering. They were formulated by the past researcher through intensive and extensive reading of related literature and studies and the opinions of experts in the discipline were also considered; thus, the researcher adopted them. The questionnaire checklist and the standardized questionnaire were divided into five parts. The first part was the demographic profile such as age, sex, and learning modality, including their name as optional and their Couse and Block & Year. The second part was the questionnaire checklist that included the factors that affect the vocabulary mastery of the respondents. These are Beliefs about Vocabulary Learning, Metacognitive Strategies, Inferencing, and Using a Dictionary. For this part, the research questionnaire from the study of Gu (2018), entitled "Validation of an online questionnaire of vocabulary learning strategies for ESL learners," was adopted. It comprised a four-point Likert Scale, specifically four (4) as Strongly Agree, three (3) Agree, (2) Disagree, and (1) as Strongly Disagree. The third part consists of factors that affect reading comprehension which are Learning preferences, Motivation, Techniques, and Texts. For reading comprehension, the researchers adopted a survey questionnaire in a form of a Likert Scale from the research study of Wutthisingchai and Stopps (2018), entitled "An Analysis of Factors Affecting the English Reading Comprehension of Mattayomsuksa 5 Students in Amphur Mueang, Lampang Province." The fourth part contained a 10-item examination about vocabulary mastery of respondents. This standardized vocabulary test was adapted from Nation (2012) at Victoria University of Wellington, entitled "Vocabulary Size Test". The fifth part, which is the reading comprehension test, was composed of one short story entitled "A Woman and the Wolves" with 10-item questions multiple-choice adapted from the research study entitled "The Correlation Between the Student's Vocabulary Mastery and Their Reading Comprehension Ability in Learning English", conducted by Erniwati (2019) to determine the level of proficiency of the respondents in reading comprehension.

3.4 Statistical Treatment of Data

The gathered data were organized, tabulated, and processed in Microsoft Excel 2019 and JASP software. The following were the statistical treatments employed to answer the specific questions raised in the study: frequency distribution and percentage, Independent T-test, mean distribution, and Pearson R correlation.

4. RESULTS AND DISCUSSION

Table 1. Frequency and Percentage Distribution of Respondents According to Age

Age Bracket	Frequency	Percentage
18-23	42	84%
24-29	5	10%
30-35	1	2%
36-41	2	4%
Total	**50**	**100%**

Table 1 shows that the most respondents in this study are ages ranging from 18 years old to 23 years old, with 42 respondents or 84%. This depicts that most of the respondents are in the bracket of 18 to 23 years old since that is the average or expected age for 2nd-year college students. Furthermore, 10% or 5 of the respondents are those who are ages from 24 years old to 29 years old. On the other hand, 2% or 1 respondent aged between 30 years old to 35 years old. Meanwhile, 2 of the respondents, or 4% are those whose ages are between 36 years old to 41 years old. It can be seen that there are some students under 24 to 29, 30 to 35, and 36 to 41 years old since education in the country is for all regardless of age (Vargas, 2021). In addition, there are also students who chose to proceed to college right away after high school, and students who wait until later in life to pursue a degree (Maw, 2015). This implies that the respondents are diverse.

Table 2. Frequency and Percentage Distribution of Respondents According to Sex

Sex	Frequency	Percentage
Male	13	26%
Female	37	74%
Total	**50**	**100%**

Table 2 shows the number and the percentage of the respondents according to their sex. It indicates that 74% out of 50 respondents are females, and only 26% out of 50 respondents are males. This implies that there are more females because it is natural for them to teach, especially the English language rather than males (Murray, 2016). Moreover, Kugler et al. (2021) revealed that female English majors have more adept verbal and visual-spatial skills.

Table 3. Frequency and Percentage Distribution of Respondents According to Learning Modality

Learning Modality	Frequency	Percentage
Blended Learning	45	90%
Modular Learning	5	10%
Total	**50**	**100%**

Table 3 shows the number and percentage of students of 2nd-year BSED English majors when grouped according to learning modalities. It shows that there are 5 students with a percentage of 10% are in Modular Learning. On the other hand, 45 students with an equivalent of 90% are in Blended Learning. This means that most students prefer Blended learning over Modular since they can learn more through this learning modality, especially those students who pursue language education. According to Whittaker (2013), the majority of the students prefer blended learning, since they can understand the topic easily and they can learn more.

Table 4. Pearson R Results on Age and Vocabulary Mastery

Variables	R-value	p-value	Decision	Verbal Interpretation
Age & Vocabulary Mastery	0.121	0.402	Do not reject the null hypothesis	There is no significant relationship

Table 4 shows that the Pearson R results yielded a p-value of 0.402, thus the null hypothesis is not rejected. Therefore, there is no significant relationship between age and vocabulary mastery of the respondents. The age of the learners does not affect their vocabulary mastery. Shanahan (2017) found that the educational environment is a more important factor for vocabulary acquisition of learners.

Table 5. Independent T-test Results on Vocabulary Mastery when grouped according to Sex

Group	N	p-value	Decision	Verbal Interpretation
Male	13	0.780	Do not reject the null hypothesis	There is no significant difference
Female	37			

Table 5 shows that the Pearson R results yielded a p-value of 0.780, thus the null hypothesis is not rejected. Therefore, there is no significant difference between sex and vocabulary mastery of the respondents. Building the vocabulary of the students has nothing to do with their sex. The strategy that learners can utilize to improve their vocabulary is on the students themselves and not because they are male or a female, anyone can achieve the level of vocabulary that they want (Taki and Soleimani, 2012).

Table 6: Independent T-test Results on Vocabulary Mastery when grouped according to Learning Modality

Group	N	p-value	Decision	Verbal Interpretation
Blended Learning	45	0.740	Do not reject the null hypothesis	There is no significant difference
Modular Learning	5			

Table 6 shows that the Pearson R results yielded a p-value of 0.740, thus the null hypothesis is not rejected. Therefore, there is no significant difference between learning modality and vocabulary mastery of the respondents. The learner's chosen learning modality does not differ on their vocabulary mastery as there are many ways to improve or develop vocabulary mastery. It affirms what Alipour (2020) has stated that learning vocabulary mastery can be learned either in Modular or Blended-Learning. The students still need to be encouraged by teachers to use vocabulary learning strategies

more for the effectiveness of vocabulary learning (Petchsringam, 2014).

Table 7. Pearson R Results on Age and Reading Comprehension

Variables	R-value	p-value	Decision	Verbal Interpretation
Age & Reading Comprehension	0.251	0.079	Do not reject the null hypothesis	There is no significant relationship

Table 7 shows that the Pearson R results yielded a p-value of 0.079, thus the null hypothesis is not rejected. Therefore, there is no significant relationship between age and reading comprehension of the respondents. Given the age differences of the respondents, it does not affect whether they have rich reading comprehension or not. Results revealed that the level of students' reading comprehension does not have anything to do with the respondents' ages. According to Steensel et al. (2019), the age of a respondent in reading comprehension does not make any distinction because there are no differential effects of undermining motivations on reading comprehension for different age groups.

Table 8. Independent T-test Results on Reading Comprehension when grouped according to Sex

Group	N	p-value	Decision	Verbal Interpretation
Male	13	0.651	Do not reject the null hypothesis	There is no significant difference
Female	37			

Table 8 shows that the Pearson R results yielded a p-value of 0.651, thus the null hypothesis is not rejected. Therefore, there is no significant difference between sex and reading comprehension of the respondents. This means that regardless of the gender of the student it does not affect their reading comprehension. As stated by Oda & Abdul-Kadhim (2017), reading studies have been conducted to investigate thoroughly where gender is examined and the findings reported in these studies are inconsistent which means that there is no relationship between gender and reading comprehension.

Table 9. Independent T-test Results on Reading Comprehension when grouped according to Learning Modality

Group	N	p-value	Decision	Verbal Interpretation
Blended Learning	45	0.842	Do not reject the null hypothesis	There is no significant difference
Modular Learning	5			

Table 9 shows that the Pearson R results yielded a p-value of 0.842, thus the null hypothesis is not rejected. Therefore,

there is no significant difference between learning modality and reading comprehension of the respondents. No matter what learning modality a student uses, it does not affect or make no difference in reading comprehension because students learn by using these two learning modalities. This implies that reading comprehension of the students can be improved through different intervention and ways, since learning modality used in today's learning setup does not significantly have distinction with it or make learner's reading comprehension differ from one another in regards to their mode of learning. As stated by Smyth (2019), several researchers found no difference in reading comprehension between the online classes and modular activities.

Table 10. Mean Distribution of Beliefs About Vocabulary Learning

Beliefs About Vocabulary Learning	Mean	Verbal Interpretation
1. The best way to remember words is to memorize word lists or dictionaries.	2.72	Agree
2. Learners can learn vocabulary simply through reading a lot.	3.42	Agree
3. Repetition is the best way to remember words.	3.40	Agree
4. The meanings of a large number of words can be picked up through reading.	3.30	Agree
5. Learner should know about a word is its spelling, pronunciation, meaning, and its basic usage.	3.58	Strongly Agree
Average	**3.28**	**Agree = High**

Legend: 1.00-1.49=Strongly Disagree/Very Low; 1.50-2.49=Disagree/Low; 2.50-3.49=Agree/High; 3.50-4.00=Strongly Agree/Very High

Table 10 shows that the respondents agreed with the statements concerning vocabulary learning beliefs. With an average of 3.28, respondents trust various beliefs about vocabulary learning as a factor in vocabulary mastery. As one of the factors affecting reading comprehension, these vocabulary learning beliefs affect it. Respondents rated memorizing word lists or dictionaries as the best way to improve their vocabulary at 2.72. Kestern (2016) states that flashcards help students memorize English dictionary words by training their minds. With a 3.42 average, respondents agreed that reading takes a lot of time. This helps them catch up and learn new words. Pradhan (2020) stated that reading a lot improves vocabulary and is a great resource for learning new words and advanced words that have not yet been mastered. Respondents agreed with the third statement, averaging 3.40, that repetition helps them remember words. Repetition helps students learn and understand words (Overturf, 2015). Respondents also agreed, with an average of 3.30, that reading helps improve vocabulary by teaching many

words. Reading regularly helps students make meanings, identify words, and construct meaning from texts. Students strongly agree with the fifth statement with an average of 3.58, showing that they value learning word usage fundamentals to better understand texts. According to Enterprise (2018), word usage and vocabulary are crucial to learning, indirectly teaching word meanings and improving reading comprehension.

Table 11. Mean Distribution of Metacognitive Strategies

Metacognitive Strategies	Mean	Verbal Interpretation
1. I know whether a new word is important in understanding a passage.	3.26	Agree
2. I know which words are important for me to learn.	3.32	Agree
3. When I meet a new word or phrase, I know clearly whether I need to remember it.	3.10	Agree
4. I only focus on things that are directly related to words that I already know.	2.70	Agree
5. I care much about vocabulary items I could not understand.	3.30	Agree
Average	**3.14**	**Agree = High**

Legend: 1.00-1.49=Strongly Disagree/Very Low; 1.50-2.49=Disagree/Low; 2.50-3.49=Agree/High; 3.50-4.00=Strongly Agree/Very High

Table 11 reveals that the respondents agreed on the following metacognitive strategies. An average of 3.14 indicates that respondents recognize metacognitive strategies as a vocabulary mastery factor. It shows that every item has the same average agree, suggesting that metacognitive strategies affect respondents' vocabulary knowledge. Metacognitive skills help students understand the text and achieve their learning goals. At an average of 3.26, respondents agreed that learning new words and understanding a passage is important. To improve skills and comprehension, students must understand and construct meaning from words. Kestern (2016) advised readers to know at least 95% of the words in any book or passage. With a 3.32 average, respondents agreed that they know their important words. Isabelle (2021) said that learning useful words makes them easier to learn and use more often. Respondents agreed that they know when to remember words from texts or reading passages with a 3.10 average. Knowing when to remember words helps readers stay on task and focus on the most important parts of the text. The fourth statement with a 2.70 average indicates that respondents agreed that they use metacognitive strategies to focus on their prior word knowledge or what they already know to understand a text or passage. Kestern (2016) suggests actively recalling related knowledge when learning new information to strengthen both

stored and newly learned knowledge. For the last statement, with a 3.30 average, respondents agree that they try to learn new words to improve their vocabulary and reading. Deciphering unfamiliar words can help students understand a sentence and avoid misinterpreting tricky words, according to Overturf (2015). The respondents also agree with metacognitive methods that focus on new terms that relate to what they know and words they don't understand to remember it.

Table 12. Mean Distribution of Inferencing

Inferencing	Mean	Verbal Interpretation
1. I make use of the logical development in the context (e.g., cause and effect) when guessing the meaning of a word.	3.16	Agree
2. I use common sense and knowledge of the world when guessing the meaning of a word.	3.24	Agree
3. I check my guessed meaning of word in the paragraph or whole text to see if it fits in	3.34	Agree
4. When I do not know a new word in reading, I use my background knowledge of the topic to guess the meaning of the new word.	3.14	Agree
5. I make use of the part of speech of a new word when guessing its meaning.	3.04	Agree
Average	**3.18**	**Agree = High**

Legend: 1.00-1.49=Strongly Disagree/Very Low; 1.50-2.49=Disagree/Low; 2.50-3.49=Agree/High; 3.50-4.00=Strongly Agree/Very High

Table 12 shows that the respondents agreed on the following statements about inferencing. Based on the average of 3.18, respondents strongly believe inferencing helps vocabulary mastery. With an average of 3.16 and 3.24, respondents used logical growth, common sense, and world knowledge to infer word meanings. Zhang (2011) suggested that students' vocabulary development depends on their experiences and common sense. With an average of 3.34, respondents agreed that they guess word meanings to fit the reading passage or paragraph. Isabelle (2021) found that language students use contextual clues to guess the meaning of unknown words. Respondents also agree that they use background knowledge to guess word meanings, averaging 3.14. Students use background knowledge to infer word meanings (Isabelle, 2021). Finally, an average of 3.04 respondents agreed that they guess the meaning using speech components. Inferences are essential when reading a story or

work that draws logical conclusions from evidence (Karolinska University, 2022).

Table 13. Mean Distribution of Using Dictionary

Using Dictionary	Mean	Verbal Interpretation
1. When I see an unfamiliar word again and again, I search for it.	3.46	Agree
2. I look up words that are important to the understanding of the sentence or paragraph in which it appears.	3.42	Agree
3. I pay attention to the examples when I look up a word in a dictionary.	3.46	Agree
4. When I want to have some deeper knowledge about a word that I already know, I search for it.	3.50	Strongly Agree
5. I check the dictionary when I want to find out the similarities and differences between the meanings of related words.	3.44	Agree
Average	**3.46**	**Agree = High**

Legend: 1.00-1.49=Strongly Disagree/Very Low; 1.50-2.49=Disagree/Low; 2.50-3.49=Agree/High; 3.50-4.00=Strongly Agree/Very High

Table 13 indicates that the respondents agreed to the following statements about using a dictionary to master vocabulary. It shows that every item has more agree with the assertions, with only one statement in which they strongly agree, implying that respondents' vocabulary competence in using dictionaries is significantly influenced. Respondents agree with the first three statements. This means students look up unfamiliar words and phrases needed to understand a sentence or paragraph in the dictionary and pay attention to the examples. Tamara (2021) claims that a good dictionary will help university students read text materials, improve communication skills, and use words correctly by familiarizing them with unfamiliar words. With an average of 3.50, respondents strongly agree to use the dictionary to learn more about what they already know. Courtney (2016) suggests using dictionaries to improve existing vocabulary and learn related words. Students use a dictionary to compare words with a 3.44 average. When they encounter unfamiliar words, words that are crucial to understanding the reading material, words that are similar or different, or words they already know, respondents use dictionaries. According to Tamara (2021), using a dictionary allows students to find almost anything they don't know, so it helps them understand foreign words.

Table 14. Mean Distribution of Learning Preferences

Learning Preferences	Mean	Verbal Interpretation
1. I prefer reading materials that use pictures.	3.26	Agree
2. I use speed reading to get the main idea of the text material.	2.88	Agree
3. Finding the keywords in the text is important for me to understand what I read.	3.52	Strongly Agree
4. Locating main ideas is what I do to comprehend the text quickly.	3.44	Agree
5. I use grammar and structure knowledge to reflect the meaning and construction of the text.	3.20	Agree
Average	**3.26**	**Agree = High**

Legend: 1.00-1.49=Strongly Disagree/Very Low; 1.50-2.49=Disagree/Low; 2.50-3.49=Agree/High; 3.50-4.00=Strongly Agree/Very High

Table 14 shows that respondents agreed with statements about learning preferences affecting student reading comprehension by an average of 3.26. Respondents have high demands or specific learning preferences to better understand the text. It shows that student learning preferences greatly impact reading comprehension. Respondents preferred reading materials with pictures by 3.26. According to Boerma et al. (2016), pictures help students visualize the text and understand the story. At 2.88, respondents also prefer speed reading. Speed reading helps students understand text by scanning or skimming it (Seabra et al., 2017). Students agree with an average of 3.44 that finding main ideas aids comprehension. Stevens et al. (2019) found that finding the main ideas helps students who have trouble understanding a text understand it faster. Finally, 3.20 percent of respondents said grammar structure or text construction helps them understand what they read. Zhang (2012) stated that studying text construction helps learners understand context. Respondents also strongly preferred finding keywords to easily understand text. Alwiyah (2021) states that finding keywords helps students understand the story by collecting and remembering keywords. When they read and comprehend in their preferred way, students learn more.

Motivation	Mean	Verbal Interpretation
1. Love and passion in reading can help me understand fully the text by heart.	3.38	Agree
2. An interest in the reading text inspires me to fully comprehend what I read.	3.42	Agree
3. I am more motivated to read and comprehend the reading material to gain more knowledge.	3.34	Agree
4. Gaining praises, nominations, and awards motivate me to comprehend what I read.	3.04	Agree
5. Reading comprehension is a requirement in my future career so it drives me to read a lot and practice reading.	3.42	Agree
Average	**3.32**	**Agree = High**

Legend: 1.00-1.49=Strongly Disagree/Very Low; 1.50-2.49=Disagree/Low; 2.50-3.49=Agree/High; 3.50-4.00=Strongly Agree/Very High

Table 15 shows that respondents agreed to items that state motivation affects student reading comprehension with an average of 3.32. Motivated students read better. Based on an average of 3.38, respondents agreed that they are highly motivated to read when they are passionate about reading. Fletcher (2020) supports this claim by stating that a love of reading helps students develop vocabulary, and reading comprehension. With an average of 3.42, they agree that being interested in reading makes them more persistent and engaged; thus, improving their comprehension. With an average of 3.34, respondents agreed that they read to learn more as it helps them understand the world and people (Vargas, 2021). With an average of 3.04, they also agree that praise, nominations, and awards motivated them to read. Praise and rewards boost reading comprehension and achievement (Cox, 2019). Based on an average of 3.42, respondents agreed that reading comprehension is a requirement in their future careers, motivating them to read a lot and practice. Reading motivation improves student performance and comprehension (Fletcher, 2020).

Table 15. Mean Distribution of Motivation

Table 16. Mean Distribution of Techniques

Techniques	Mean	Verbal Interpretation
1. Setting the reading purposes is a technique that help me in comprehending the text.	3.16	Agree
2. Skimming the text before reading is a technique that helps to understand the reading material.	3.04	Agree
3. Asking questions before, during, and after reading is a technique to get the meaning of the text.	3.22	Agree
4. Summarizing the outline of reading story is a technique used to extract the main idea of the text.	3.32	Agree
5. Finding the major and minor details of reading material is a technique that helps in understanding what I read.	3.40	Agree
Average	**3.23**	**Agree = High**

Legend: 1.00-1.49=Strongly Disagree/Very Low; 1.50-2.49=Disagree/Low; 2.50-3.49=Agree/High; 3.50-4.00=Strongly Agree/Very High

Table 16 indicates that respondents agreed with all statements about reading techniques, averaging 3.23. Reading techniques improve comprehension. In addition, it showed that respondents agreed to every item and understood the text when using different reading techniques like setting the reading purposes with an average of 3.16. Setting a reading purpose helps students focus and reinforce comprehension (Cox, 2019). Respondents agree on skimming before reading with an average of 3.04. Kashyap and Dyquisto (2020) suggest skimming helps student gain a general understanding of the material. The respondents also agreed that asking questions before, during, and after reading can help students understand the material, averaging 3.22. Asking questions while reading helps students stay engaged, make connections, and refine predictions (Alwiyah, 2021). Summarizing the outline also worked for respondents, with an average of 3.32. Finally, they agree that finding major and minor details of reading materials improves comprehension, averaging 3.40. According to Tamara (2021), summarizing the reading story and finding major and minor details can help students identify the most important ideas in a text, weigh relevant and irrelevant information, and meaningfully integrate the central idea. These methods help students comprehend the text. Barber (2016) noted that reading techniques help students understand the main idea of the text.

Table 17. Mean Distribution of Texts (Reading Passages)

Texts (Reading Passages)	Mean	Verbal Interpretation
1. Texts with interesting story drives me to understand the text fully.	3.40	Agree
2. Texts with pictures that supports the main idea of the text makes it more enjoyable to read and easy to comprehend even if it has difficult words or vocabulary that is beyond my knowledge.	3.34	Agree
3. Text with good organization and pattern helps me to comprehend easily the reading material.	3.44	Agree
4. Texts related to students' environment, cultures, and lifestyles are comprehensible and comfortable to read.	3.30	Agree
5. Texts with simple grammar and structures are effortless, clear, and graspable to read.	3.38	Agree
Average	**3.37**	**Agree = High**

Legend: 1.00-1.49=Strongly Disagree/Very Low; 1.50-2.49=Disagree/Low; 2.50-3.49=Agree/High; 3.50-4.00=Strongly Agree/Very High

Table 17 shows that an average of 3.37 respondents agreed that the text or reading passages highly affect reading comprehension. This suggests that reading materials greatly impact reading comprehension. It shows that respondents agreed with all text or reading passage statements, especially those with an interesting story (average 3.40). Respondents agreed that interesting reading passages spark their imagination and curiosity, helping them understand the text (Pradhan, 2020). They gave texts with pictures that support the main idea an average of 3.34, agreeing that illustrations and pictures can help them understand the story. Illustrations aid comprehension and analysis (EBSCO, 2017). They also agreed that well-organized and structured text improves reading comprehension by 3.44 points. According to Karolinska University (2022), well-organized and structured texts make it easier for students to navigate and comprehend. Based on the average 3.30, they also agree that texts about their environment, culture, and lifestyle help them understand the text. According to Grafwallner (2017), students can understand relatable reading materials, especially those that address their culture, beliefs, and way of life. Finally, with an

average score of 3.38, respondents agreed that simple grammar and structures help students understand text. According to Shanahan (2017), simple grammar helps students understand what they are reading and interpret it.

Table 18. Mean Distribution of the Vocabulary Mastery Test Scores of the Respondents

N	Vocabulary Mastery Test Scores Average	Verbal Interpretation
50	6.82	Proficient

Legend: 0-2=Below Proficient; 3-5=Approaching Proficient; 6-8=Proficient; 9-10=Highly Proficient

Table 18 shows that the respondents have a proficient vocabulary score of 6.82, particularly in word recognition and meaning. The vocabulary mastery exam scores show a wide range of student proficiency. Most respondents are Highly Proficient. 19 respondents have achieved that vocabulary proficiency. Some students scored Below Proficient. 4 respondents lack vocabulary proficiency. 15 respondents are Proficient and 12 Approaching Proficient. Since the test words are rarely used in daily life, they may be difficult (Shadikah et al., 2012). The respondents' average score of Proficient suggests that even though English is their major, the vocabulary test challenged them to master vocabulary. Glende (2013) found that word knowledge is crucial and reading comprehension improves with a large vocabulary. Readers need a vocabulary toolbox to learn new terms while reading. It supported Sidek and Rahim's (2015) findings that vocabulary knowledge is essential for reading comprehension, as it was reported that a lack of word meaning prevents them from understanding crucial textual information. According to Alqahtani (2015), English students are future English educators, and teaching vocabulary is difficult because many teachers are unsure of the best methods. The result also supported Dela Peña and Rojas (2021)'s finding that some college-level English majors still have low vocabulary proficiency.

Table 19. Mean Distribution of the Reading Comprehension Test Scores of the Respondents

N	Reading Comprehension Test Scores Average	Verbal Interpretation
50	6.82	Proficient

Legend: 0-2=Below Proficient; 3-5=Approaching Proficient; 6-8=Proficient; 9-10=Highly Proficient

Table 19 shows the reading comprehension proficiency of 2nd Year BSED – English major students for A.Y. 2021–2022. Their 6.82 average reading comprehension score indicates Proficient which implies that they can understand a story or text.. Based on their average test score, the respondents are proficient in reading and comprehending the passage. The table shows that most respondents scored Proficient on the

reading comprehension test. Out of 25 respondents, half of the total, have reached this level. 13 are Highly Proficient, however. 7 respondents are Approaching Proficient, while 5 are Below Proficient in reading comprehension. Their scores show that college students, especially education students majoring in English, have a wide range of reading comprehension skills. Due to the text's difficulty, some students still struggle to understand it, especially the comprehension questions. College students still struggle to understand and extract meaning from reading material (Pirttimaa et al., 2015). According to Dela Peña and Rojas (2021), even in higher education, students have low reading comprehension skills.

Table 20. Pearson R Results on Vocabulary Mastery and Reading Comprehension

Variables	R-value	p-value	Decision	Verbal Interpretation
Vocabulary Mastery & Reading Comprehension	0.523	< .001	The researchers rejected the null hypothesis	There is a highly significant relationship

Table 20 shows that the Pearson R results yielded a p-value of <.001, rejecting the null hypothesis. Thus, reading comprehension is highly correlated with vocabulary mastery. It also showed that vocabulary mastery was more strongly positively related to reading comprehension with an R-value of 0.523. The result suggests a strong link between vocabulary and reading comprehension. When students have a large vocabulary, they can understand the text well (Murray, 2016). When students read a lot and comprehend the text well, they unlock new vocabulary words and improve their vocabulary (Petchsringam, 2014). This showed that vocabulary mastery and reading comprehension are closely related because language learners need both to succeed (Manihuruk, 2020). Since it's hard to understand a text without knowing the words, vocabulary mastery is crucial to reading comprehension (Apriliani et al., 2021). It confirmed Furqon (2013)'s finding that students' vocabulary mastery affects their reading comprehension. Zano and Phatudi (2019) found that the two variables are related, which supports the result. As vocabulary development is crucial to language acquisition, Moghadam et al. (2012) explained that vocabulary knowledge affects reading comprehension performance. Glende (2013) supported this because reading requires vocabulary knowledge. Zhang (2012)'s claim that vocabulary skill improves reading comprehension was also supported by the result. In addition, Zhang (2012) found that vocabulary skill affects reading comprehension, demonstrating the relationship between two variables. Ibrahim et al. (2015)'s correlational study found that higher reading comprehension test scores

were associated with higher vocabulary test scores. Their correlation proves Silva and Cain (2015)'s claim that you need a lot of vocabulary to understand what you're reading.

5. CONCLUSION

Based on the findings of the study, the following conclusions were drawn, which are as follows:

1. The youngest respondent is 18 years old and the oldest respondent is 36 years old. The students' age is diverse as most of them are age-appropriate in this level, however, some are mature already knowing that tertiary education is optional. The majority of the respondents are female, as most of the women pursue an education course majoring in the English language than males. Most of them are in a blended learning modality, as it is more convenient for learning even at distance.

2. The profile of the respondents particularly their age, sex, and learning modality does not have something to do with their vocabulary mastery. Since the students are diverse learners, they have a different level of vocabulary knowledge which explains why there is no relationship that exists between the two variables.

3. Respondents' demographic profile, specifically their age, sex, and learning modality has no significant relationship or difference with reading comprehension. It implies that students came from various backgrounds, thus, everyone is unique and they have different ways of comprehending the reading materials.

4. The factors that affect the vocabulary mastery of the respondents are the beliefs about vocabulary learning, metacognitive strategies, inference, and using a dictionary. The extent of these factors is high, implying that they are extremely important or have an impact on how students learn or grasp the meaning of a certain word or term.

5. The factors that affect the reading comprehension of the respondents are learning preferences, motivation, techniques, and text or reading passages. The extent of these factors is high which indicates that these factors greatly affect how students understand the reading materials and grasp the main idea of the text.

6. The level of proficiency of the students based on their Vocabulary Mastery and Reading Comprehension are both proficient. Therefore, they can recognize the meaning of the word and comprehend the reading material in a proficient way. However, there are some students who are below proficient and have difficulty when it comes to reading comprehension and recognizing words even though they are 2nd-year BSED-English major students.

7. It can be concluded that there is a highly significant relationship between vocabulary mastery and the reading comprehension of students. Students, in both vocabulary mastery and reading comprehension tests, have attained the same level of proficiency on average which means that the richer the vocabulary, the more they can comprehend a text or reading material. Both are also needed to extract meaning, as students are able to understand the reading passage effectively if they know a lot of words and can recognize their meanings. They are related to each other because vocabulary mastery is needed to increase the level of reading comprehension, while reading comprehension requires vocabulary knowledge to make meaning and sense of the content in the reading material.

6. RECOMMENDATIONS

Based on the findings and conclusions, the following are recommended:

1. Teachers should include Word Guessing activities where students must correctly guess the word's meaning. English classes should consistently use vocabulary-building strategies regardless of age, gender, or learning modality. A simple activity like letting students write new words on the top of their notebooks every day or making a word calendar as part of their English class requirements will expose them to new words. The teacher should assign a student each day to explain and use an unfamiliar word. Before reading, teachers should do a literature class unlocking word difficulty activity. Students use strategies like breaking down the new word through structural analysis of vocabulary terms to extract the meaning and decode unfamiliar words, deciphering jumbled letters to form a word with the meaning indicated to guide them, a quick search of word meaning in a dictionary using the internet and/or physical books, and 4 Pics 1 Word, where they guess the words based on the pictures.

2. Summarizing, skimming, and scanning texts should be used by teachers. Teachers may assign these reading comprehension tasks to students of any age, gender, or learning style. Summarizing texts helps students understand them. Students can simplify information by reducing primary concepts and identifying the essentials. Next, have students skim the reading to find the main points. Finally, let them scan passages to help them read quickly and find specific information.

3. Teachers should consider and use factors that affect student vocabulary mastery to help and enrich it. First, allow students to learn new vocabulary at their own pace. Let the student memorize, read, and learn word spelling, pronunciation, meaning, and usage. Second, let students use metacognitive strategies like understanding words and constructing their meanings based on what they already know to understand a text or passage. Third, use logic, common sense, and word comprehension to help students infer word meanings. Finally, give students the dictionary. Teachers should encourage students to use Merriam Webster, Oxford Dictionary, and Cambridge Dictionary online.

4. Teachers must consider and use factors that affect student reading comprehension. First, teachers should incorporate reading comprehension in ways students want to learn and read. Let students find and remember text keywords. Let them find major and minor details while students find the text's main ideas. Speed reading helps students understand text

quickly. Second, motivating students to read and encouraging them to persist, engage, and enjoy reading helps teachers. To motivate students to read and understand the text, explain the learning goals, why they're learning it, and the lesson's value. Third, ask questions about the story's theme, characters, setting, and other elements. Finally, to improve reading comprehension, the teacher should use engaging reading passages.

5. School leaders should offer webinars and in-person teaching seminars. It will improve students' English language skills, proficiency, and knowledge, improving reading comprehension and vocabulary awareness. These seminars and training discuss why college students, especially English majors, struggle to understand texts and words. These should include vocabulary-building strategies and comprehension-building topics.

6. Students should participate in English club activities like one-word splash. After reading a passage, program moderators ask participants to write one word that best summarizes the material. Players can use pencil and paper or a personal whiteboard. This activity requires higher processing skills and helps students digest what they read. Poster making involves drawing the reading passages' themes. Reading quiz contests and spelling bees help students identify knowledge gaps, gain confidence, and focus. English organizations should organize these activities, even via webinars, to help students improve their vocabulary and reading comprehension.

7. Students should be intrinsically motivated to improve both by reading books and dictionaries. To learn new words, determine word meaning, and efficiently extract and understand reading material, they must do that themselves. Students must use that autonomy to learn new vocabulary words and improve their reading comprehension without grades.

8. To help students learn English, educational institutions should emphasize vocabulary and reading comprehension. The curriculum guide's learning objectives, outcomes, and content standards should also emphasize reading vocabulary and comprehension.

9. The school should address the issues causing English majors to lack vocabulary and proficiency. This will create a goal for resolving issues between the two. They will then use reading aloud, text prediction, and question generation to intervene. This should solve the two variable problems. The intervention's timing and duration must be determined by the timeline. Progress monitoring in this intervention plan which includes weekly or biweekly skill assessments should measure student improvement in vocabulary and reading comprehension.

10. Future studies should incorporate more recent and relevant literature on vocabulary mastery, reading comprehension, and their relationship. Future researchers studying vocabulary mastery and reading comprehension can use this study. This relationship depends on place, nation, time, context, respondents, and others, so further research is needed.

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