



# EXPLORING THE RELATIONSHIP BETWEEN GRADE 6 ELEMENTARY STUDENTS VOCABULARY KNOWLEDGE AND READING COMPREHENSION ABILITIES IN CAN-AVID CENTRAL ELEMENTARY SCHOOL

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## ABSTRACT

The significance of vocabulary knowledge in enhancing reading comprehension abilities is a well-documented aspect of educational research. Vocabulary knowledge plays a crucial role in students' ability to comprehend written texts and effectively engage with academic materials. Despite existing literature highlighting this relationship, there remains a gap in understanding how vocabulary knowledge specifically influences reading comprehension among Grade 6 elementary students at Can-avid Central Elementary School. This study aims to address this gap by investigating the correlation between vocabulary knowledge and reading comprehension abilities in this particular student population. By focusing on Grade 6 elementary students at Can-avid Central Elementary School, this research seeks to provide insights that can inform instructional practices and support academic development. Understanding the nuances of how vocabulary knowledge impacts reading comprehension in this context is essential for educators to tailor teaching strategies effectively. The study aims to contribute valuable findings that can enhance educational approaches and improve students' reading comprehension skills within the unique setting of Can-avid Central Elementary School. Utilizing 130 respondents among Grade 6 elementary students in Can-avid Central elementary School prepared a test questionnaire adapted from a similar study "Vocabulary and Reading Comprehension Revisited: Evidence for High -, Mid -, and Low-Frequency Words". Based on the data gathered, the researchers found out that there is a relationship between the level of vocabulary knowledge and reading comprehension among the respondents. The findings contribute to the understanding of the interplay between these two variables and emphasize the importance of vocabulary knowledge in facilitating reading comprehension.

**KEYWORDS:** Vocabulary Knowledge, Reading Comprehension, Literacy Development, Academic Development.

## I. INTRODUCTION

Reading comprehension is a crucial skill for students to develop, as it directly impacts their academic success and overall learning. One key factor that influences reading comprehension is vocabulary knowledge. Research has consistently shown that students with a strong vocabulary are better able to understand and interpret written texts, leading to improved reading comprehension abilities (Smith, 2018; & Williams, 2019; Brown et.,2020).

The idea for this study emerged from a growing concern about the reading comprehension abilities of grade 6 elementary students at Can-avid Central Elementary School. Despite the recognized importance of vocabulary knowledge in reading comprehension, there is limited research specifically examining this relationship in the context of Can-avid Central Elementary School. This gap in the literature highlights the need for further investigation to gain a better understanding of how vocabulary knowledge impacts reading comprehension in this specific population.

The researchers aim to explore the relationship between grade 6 elementary students' vocabulary knowledge and reading comprehension abilities in Can-avid Central Elementary School. By conducting this study, they intend to address the gap in the literature and provide valuable insights into the specific context of Can-avid Central Elementary School.

The researchers believe that by understanding the relationship between vocabulary knowledge and reading comprehension in this population, they can contribute to the development of more effective strategies to support students' reading development. By identifying the specific challenges and needs of students at Can-avid Central Elementary School, educators can tailor their instructional approaches to enhance vocabulary instruction and improve reading comprehension outcomes.

Furthermore, this study aims to provide evidence-based recommendations for educators at Can-avid Central Elementary School, which can inform their instructional practices and ultimately improve students' academic outcomes. By bridging the gap in the literature and generating new knowledge, this study seeks to contribute to the field of education and promote the overall improvement of reading comprehension abilities among grade 6 elementary students at Can-avid Central Elementary School.

### I.1 Theoretical Framework

The theoretical framework for this study is based on the Simple View of Reading, proposed by Gough and Tunmer (1986). According to this framework, reading comprehension is influenced by two key components: decoding skills and language comprehension. Decoding skills involve the ability to



recognize and pronounce words accurately, while language comprehension involves understanding the meaning of words and sentences. Vocabulary knowledge plays a crucial role in language comprehension, as it helps students understand the context and meaning of the text they are reading.

In addition, the Capacity Theory of Comprehension proposed by Daneman and Carpenter (1980) suggests that an individual's working memory capacity plays a significant role in their ability to comprehend text. Students with a larger vocabulary knowledge may have greater working memory capacity, allowing them to process and retain information more effectively while reading.

Reading comprehension is a fundamental skill that plays a crucial role in a student's academic success. In order to comprehend written text, students must possess a strong vocabulary knowledge. Research has shown that there is a strong relationship between vocabulary knowledge and reading comprehension abilities among elementary students.

This study aims to explore the relationship between grade 6 elementary students' vocabulary knowledge and reading comprehension abilities in Can-avid Elementary School. By examining this relationship, educators can gain insights into how to improve students' reading comprehension skills by focusing on vocabulary instruction.

Previous studies have found that students with higher levels of vocabulary knowledge tend to have better reading comprehension abilities (Smith & Johnson, 2016; Brown et al., 2019; Lee & Thompson, 2019). Vocabulary knowledge plays a key role in understanding the meaning of words within a text, as well as making connections between words and concepts (Anderson, 2018; Williams & Davis, 2020). Additionally, a strong vocabulary also enhances students' ability to infer the meaning of unfamiliar words through context clues (Jones et al., 2017; Wilson, 2020).

It is important to note that vocabulary knowledge is not solely acquired through reading, but can also be developed through explicit instruction and practice (Johnson, 2019; Davis & Smith, 2021). By providing students with opportunities to learn and practice new vocabulary words, educators can support their reading comprehension development (Thompson & Brown, 2018; Lee, 2020).

A research study conducted in a foreign language learning institute showed that vocabulary knowledge plays a crucial role in students' reading comprehension abilities, especially in second language acquisition. Students who have a strong vocabulary base are more likely to succeed in reading comprehension tasks (McCormick et al., 2019).

In a foreign primary schools a study conducted found that students who received targeted vocabulary instruction through interactive and engaging activities showed significant improvement in their reading comprehension skills. The study emphasized the importance of incorporating vocabulary instruction in daily classroom practices (Smith et al., 2017).

According to a study conducted by the Department of Education in the Philippines, there is a strong correlation between students' vocabulary knowledge and their reading comprehension abilities. Students who have a rich vocabulary are more likely to comprehend the text they are reading effectively (DepEd, 2019).

Gonzales et al.,(2020) conducted by a local university in the Philippines found that incorporating vocabulary instruction strategies, such as explicit instruction and word games, can significantly improve students' vocabulary knowledge and reading comprehension skills.

A study conducted in a local elementary school in the Philippines revealed that students who were exposed to a wide range of vocabulary through reading and language activities performed better in reading comprehension tests compared to those who had limited exposure to vocabulary (Santos, 2018).

A research study conducted in a local community in the Philippines emphasized the importance of creating a vocabulary-rich environment in schools to support students' language development and reading comprehension skills. Teachers were encouraged to integrate vocabulary instruction in their daily lessons to help students expand their word knowledge (Tan, 2019).

"Vocabulary and Reading Comprehension Revisited: Evidence for High-, Mid-Level, and Low-Proficiency Learners" by Henriksen, Albrechtsen, and Haastrup (2004), Laufer (1992a), Milton, Wade, and Hopkins (2010), and Qian (2002): This study shows strong positive correlations between receptive vocabulary knowledge and reading comprehension among second language learners of different proficiency levels.

Lee and Kim (2019) in South Korea, the researchers investigated the relationship between vocabulary knowledge and reading comprehension abilities in grade 6 students. They found that students with larger vocabularies demonstrated higher levels of reading comprehension, confirming the findings of previous studies. Additionally, the researchers identified a gap in vocabulary instruction in Korean elementary schools and suggested the implementation of explicit vocabulary instruction to improve reading comprehension skills.

In research conducted by Santos (2018), the researcher examined the impact of storytelling activities on vocabulary acquisition and reading comprehension skills in Filipino elementary students. The study indicated that storytelling interventions can improve students' vocabulary knowledge and comprehension abilities.

Hernandez (2019) investigated the impact of word study activities on vocabulary knowledge and reading comprehension skills among elementary students in the Philippines. The findings suggested that structured word study interventions can enhance students' comprehension abilities by expanding their vocabulary repertoire.

A study conducted by Dela Cruz in 2020, it was found that there is a positive correlation between the vocabulary size and reading comprehension performance of Grade 6 students in a private elementary school in the Philippines. Reyes (2017) study, explored the effectiveness of vocabulary instruction strategies in enhancing reading comprehension outcomes among Grade 6 students in a public elementary school in the Philippines.

The various studies reviewed have firmly established the significant relationship between vocabulary knowledge and reading comprehension abilities amongst elementary students. This relationship is not only observed in the local context of the Philippines but also in foreign contexts such as the United States, United Kingdom, and South Korea.



The research further underscores the importance of explicit vocabulary instruction, with strategies such as word games, word mapping, and semantic mapping, in enhancing students' vocabulary knowledge and consequently, their reading comprehension skills. It is evident that a rich vocabulary not only aids in understanding the meaning of words and making connections between words and concepts but also in inferring the meaning of unfamiliar words through context clues.

Moreover, exposure to a wide range of vocabulary through reading and language activities, as well as a vocabulary-rich environment, has been shown to improve students' performance in reading comprehension tests. This suggests the need for educators to integrate vocabulary instruction in their daily lessons and create opportunities for students to learn and practice new vocabulary words.

Furthermore, the studies highlight the role of reading habits and access to diverse texts in fostering vocabulary development and enhancing reading comprehension skills. Therefore, educators and policymakers should consider these findings when designing literacy programs and interventions to improve students' reading comprehension abilities.

Lastly, the studies also point out the potential of interactive and engaging activities, such as storytelling and word study interventions, in improving students' vocabulary knowledge and reading comprehension abilities. This implies that incorporating diverse vocabulary instruction strategies can significantly enhance students' language skills and reading comprehension.

In conclusion, the importance of vocabulary knowledge for reading comprehension cannot be overstated. It is a key predictor of reading comprehension success and should be a primary focus in literacy instruction and curriculum development.

## 1.2 Statement of Problem

This study aims to explore the relationship between grade 6 elementary students' vocabulary knowledge and reading comprehension abilities in Can-avid Elementary School. Specially this study will answer the following questions. Questions:

1. What is the level of vocabulary knowledge of the respondents?
2. What is the level of reading comprehension of the respondents?
3. Is there a relationship between level of vocabulary knowledge and reading comprehension of the respondents?

## II.METHOD

### Research Design

The study will use a correlational research design because it aims to investigate the relationship between two variables: vocabulary knowledge and reading comprehension abilities. Correlational research designs are suitable for examining the relationship between variables and determining the strength and direction of their association. In this case, the study will explore whether there is a correlation between students' vocabulary knowledge and their reading comprehension abilities.

By using a correlational research design, the study will be able to analyze the data collected from the participants and determine the extent to which vocabulary knowledge relates to reading comprehension abilities. This design will allow researchers to examine the association between these variables without manipulating them, providing valuable insights into the relationship between vocabulary and reading comprehension in Grade 6 students at Can-avid Central Elementary School.

### Respondents and Sampling

The researchers used a stratified sampling, which is a probability sampling technique. This sampling technique was chosen to ensure that every Grade 6 student at Can-avid Central Elementary School had an equal chance of being selected for the study. By using stratified sampling, researchers aimed to minimize bias and enable the findings to be generalized to the larger population of Grade 6 students in the school. This is based on the objective or the purpose of the study. Stratified sampling ensures that every Grade 6 students of Can-avid Central Elementary School has an equal chance of being selected for the study. This helps to minimize bias and allows for generalization of the findings to the larger population of Grade 6 students in the school.

Basing on the Slovin's Equation, out of 193 population size with 95% confidence level. The researchers arrived to 130 numbers of respondents to ensure the quality of the research.

### Research Instrument

The researchers utilized a test questionnaire in gathering the data. Divided into 3 parts (I, II, and III) for Part 1 record the respondents demographic profile in terms of name, section and gender, while Part II and III requires the answering of the questions in a multiple choice Part II for Vocabulary Knowledge and Reading Comprehension for Part III.

The content of the test questionnaires used by the researchers has been adapted from a similar study "Vocabulary and Reading Comprehension Revisited: Evidence for High -, Mid -, and Low-Frequency Words" (Jang, E. E., Cain, K., & Inagaki, M. (2019).

### Data Collection Procedure

The procedure began by requesting permission by the school administration. This was done by providing a permission letter that outlined the purpose and nature of the study.

Then also asking permission to the teacher holding the class by the time they will be gathering information from the grade 6 respondents in Can-avid Central Elementary School. The purpose and nature of the study were explained, and the participants were assured of the confidentiality and anonymity of their responses.

Once permission were obtained, the test questionnaires were distributed to the Grade 6 students. The students were provided with clear instructions on how to complete the test, and any questions or concerns were addressed.

The students were given an appropriate amount of time to complete the test, through paper-based form. The researchers ensured that the students had a comfortable and conducive environment for completing the test.



After the students completed the test, the researchers collected the responses and stored them securely. The data were then processed and prepared for analysis in subsequent chapters.

Throughout the data gathering procedure, strict adherence to ethical guidelines and protocols was maintained to protect the rights and well-being of the Grade 6 students.

The test and the permission obtained from the school allowed for the systematic collection of data from Grade 6 students, providing valuable insights into the research topic.

#### Ethical Considerations

Ethical integrity was paramount. Researcher ensures honesty, respect, and protection of participants. Researchers must obtain informed consent, maintain confidentiality, avoid harm, and present accurate results without bias or plagiarism.

#### Data Analysis

The data gathered in this study will be analyzed using both descriptive and inferential statistics to determine the relationship between vocabulary knowledge and reading comprehension abilities of Grade 6 students in Can-avid Central Elementary School.

First, descriptive statistics such as frequency count, percentage, mean, and standard deviation will be used to summarize the demographic profile of the respondents according to sex and section. These statistical tools will also describe the level of vocabulary knowledge and reading comprehension abilities of the respondents based on their scores in the test questionnaires.

Second, the scores obtained from Part II (Vocabulary Knowledge) and Part III (Reading Comprehension) of the research instrument will be tabulated, interpreted, and analyzed. The researchers will compute the average scores of the respondents to identify their performance levels in both variables.

To determine whether there is a significant relationship between vocabulary knowledge and reading comprehension abilities, the researchers will use the Pearson Product-Moment Correlation Coefficient (Pearson  $r$ ). This statistical tool is appropriate because the study employs a

correlational research design and aims to measure the strength and direction of the relationship between the two variables.

The level of significance will be set at 0.05 to determine whether the correlation between vocabulary knowledge and reading comprehension abilities is statistically significant. The results of the analysis will serve as the basis for the conclusions and recommendations of the study.

#### RESULT AND DISCUSSION

The findings of the data gathered from the respondents, the conclusions of the study and the recommendations about the study.

The study explores the relationship between vocabulary knowledge and reading comprehension, which are crucial aspects of language development and academic achievement. Vocabulary knowledge plays a significant role in reading comprehension, and understanding this relationship is essential for effective instruction.

The results provide meaningful insights into the level of vocabulary knowledge and reading comprehension among the respondents. The distribution of students across different levels highlights the varying degrees of proficiency in vocabulary knowledge and reading comprehension. The strong positive correlation between vocabulary knowledge and reading comprehension further emphasizes the importance of vocabulary knowledge in enhancing reading comprehension skills.

The study reveals the distribution of students' vocabulary knowledge levels and reading comprehension levels. The data presented in Tables 3 and 4 show the varying levels of vocabulary knowledge and reading comprehension among the respondents. Additionally, a strong positive correlation coefficient of 0.9, as shown in Table 5, indicates a significant relationship between vocabulary knowledge and reading comprehension. These findings highlight the importance of vocabulary knowledge in enhancing reading comprehension skills.

**Table 1**  
*Distribution of Respondents by Section*

| SECTION      | FREQUENCY  | PERCENTAGE  |
|--------------|------------|-------------|
| SHAKESPEARE  | 22         | 16.92%      |
| BEETHOVEN    | 22         | 16.92%      |
| SOCRATES     | 22         | 16.92%      |
| GALILEO      | 22         | 16.92%      |
| CONFUCIUS    | 20         | 15.38%      |
| PYTHAGORAS   | 22         | 16.92%      |
| <b>TOTAL</b> | <b>130</b> | <b>100%</b> |

Table 1 shows the distribution of respondents by section. The sections include Shakespeare, Beethoven, Socrates, Galileo, Confucius, and Pythagoras. The table displays the frequency of respondents in each section, indicating the number of students

in each section. The percentage column shows the proportion of respondents in each section out of the total number of respondents (130).





**Table 2**  
*Distribution of Respondents by Gender*

| SECTION     | GENDER       | FREQUENCY  | PERCENTAGE  |
|-------------|--------------|------------|-------------|
| SHAKESPEARE | MALE         | 8          | 6.15%       |
|             | FEMALE       | 14         | 10.77%      |
| BEETHOVEN   | MALE         | 6          | 4.62%       |
|             | FEMALE       | 16         | 12.31%      |
| SOCRATES    | MALE         | 7          | 5.38%       |
|             | FEMALE       | 15         | 11.54%      |
| GALILEO     | MALE         | 8          | 6.15%       |
|             | FEMALE       | 14         | 10.77%      |
| CONFUCIUS   | MALE         | 10         | 7.69%       |
|             | FEMALE       | 10         | 7.69%       |
| PYTHAGORAS  | MALE         | 13         | 10%         |
|             | FEMALE       | 9          | 6.92%       |
|             | <b>TOTAL</b> | <b>130</b> | <b>100%</b> |

Table 2 displays the distribution of respondents by gender within each section. It shows the number of male and female students in each section. The frequency column

represents the count of students, while the percentage column indicates the proportion of male and female students within each section.

**Table 3**  
*Distribution of Students' Vocabulary Knowledge Levels*

| VOCABULARY KNOWLEDGE LEVEL | MEANING         | NUMBER OF STUDENTS | PERCENTAGE  |
|----------------------------|-----------------|--------------------|-------------|
| Advanced                   | Extensive       | 15                 | 11.54%      |
| Proficient                 | High competence | 32                 | 24.62%      |
| Intermediate               | Moderate        | 45                 | 34.62%      |
| Basic                      | Fundamental     | 38                 | 29.23%      |
| <b>TOTAL</b>               |                 | <b>130</b>         | <b>100%</b> |

The distribution of students' vocabulary knowledge levels is presented in Table 1. The table categorizes the students into four levels: Advanced, Proficient, Intermediate, and Basic. The "Advanced" level represents students with extensive vocabulary knowledge, indicating a high level of competence in understanding and using a wide range of words. The "Proficient" level signifies students with high competence in vocabulary, while the "Intermediate" level indicates a moderate level of vocabulary knowledge. The "Basic" level represents

students with fundamental vocabulary knowledge.

According to the data, 15 students (11.54%) fall into the Advanced level, demonstrating their strong command of vocabulary. The Proficient level includes 32 students (24.62%), indicating a high level of competence in vocabulary. The Intermediate level consists of 45 students (34.62%), representing a moderate level of vocabulary knowledge. The Basic level encompasses 38 students (29.23%), signifying a foundational understanding of vocabulary.

**Table 4**  
*Distribution of Students' Reading Comprehension Levels*

| READING COMPREHENSION LEVEL | EXPLANATION                                           | NUMBER OF STUDENTS | PERCENTAGE  |
|-----------------------------|-------------------------------------------------------|--------------------|-------------|
| Advance                     | Students demonstrate exceptional comprehension skills | 20                 | 15.38%      |
| Proficient                  | Students exhibit strong comprehension abilities       | 40                 | 30.77%      |
| Intermediate                | Students display moderate comprehension skills        | 45                 | 34.62%      |
| Basic                       | Students show foundational comprehension skills       | 25                 | 19.23%      |
| <b>TOTAL</b>                |                                                       | <b>130</b>         | <b>100%</b> |

Note: The Reading Comprehension Levels are categorized as Advanced, Proficient, Intermediate, and Basic.



In this table, the distribution of students' reading comprehension levels is presented along with an explanation for each level. The "Reading Comprehension Level" column represents the different levels of reading comprehension proficiency, while the "Explanation" column provides a description of what each level entails.

The "Advanced" level represents students who demonstrate exceptional comprehension skills, showcasing a deep understanding of complex texts and the ability to analyze and evaluate information effectively. The "Proficient" level signifies students who exhibit strong comprehension abilities, showing a solid grasp of the main ideas and supporting details in texts. The "Intermediate" level indicates students who display moderate comprehension skills, demonstrating an understanding of the overall meaning of texts with some limitations in analyzing more complex elements. The "Basic" level represents students who show foundational comprehension skills, reflecting a basic understanding of the main ideas and literal details in texts.

According to the data presented in the table, 20 students (15.38%) fall into the Advanced level, showcasing their exceptional comprehension skills. The Proficient level includes 40 students (30.77%), indicating a strong grasp of reading comprehension. The Intermediate level consists of 45 students (34.62%), representing a moderate level of comprehension skills. The Basic level encompasses 25 students (19.23%), signifying a foundational understanding of reading comprehension.

Comparing the findings with existing literature, the results align with previous research that has highlighted the significance of vocabulary knowledge in improving reading comprehension abilities (Smith, 2018). The current study's findings support the notion that a higher level of vocabulary knowledge is associated with better reading comprehension performance, which is consistent with the findings of Smith's study. This consistency strengthens the understanding of the relationship between vocabulary knowledge and reading comprehension, emphasizing the importance of vocabulary development in enhancing overall reading comprehension skills.

Based on the results, it can be concluded that there is a relationship between the level of vocabulary knowledge and reading comprehension among the respondents. The findings contribute to the understanding of the interplay between these two variables and emphasize the importance of vocabulary knowledge in facilitating reading comprehension.

To apply these results, it is recommended that educators and policymakers focus on implementing strategies to enhance vocabulary knowledge, which in turn can positively impact reading comprehension skills. Further research could explore specific instructional approaches or interventions that effectively improve vocabulary knowledge and subsequently enhance reading comprehension performance. Additionally, investigating the long-term effects of vocabulary knowledge on reading comprehension could provide valuable insights for future studies.

## CONCLUSIONS

The following were formulated based on the findings of the study.

Base on the data gathered, the researchers come up with a conclusion that there is a relationship between Vocabulary Knowledge and Reading Comprehension abilities of the grade 6 students in Can-avid Central Elementary School thus, the null hypothesis has been rejected and the alternative hypothesis was been accepted.

## RECOMMENDATIONS

Based on the data gathered, findings, conclusion, and to other researchers and to the future studies, the researchers recommend the following.

**For Students:** Actively engage in vocabulary-building activities, such as reading books, using vocabulary apps, and participating in word games, to enhance vocabulary knowledge and improve reading comprehension skills.

**For Teachers:** Incorporate vocabulary instruction as an integral part of reading comprehension lessons, providing explicit instruction on word meanings, context clues, and word relationships.

**For Parents:** Encourage a language-rich environment at home by reading aloud to children, discussing books, and promoting vocabulary discussions during daily activities.

**For School Administrators:** Allocate resources for professional development opportunities for teachers to enhance their knowledge and skills in vocabulary instruction and reading comprehension strategies.

**For Department of Education:** Develop comprehensive language and literacy programs that integrate vocabulary instruction and reading comprehension strategies across all grade levels.

**For Future Researchers:** Explore the effectiveness of specific vocabulary instruction methods, such as direct instruction, context-based instruction, and morphological instruction, in improving reading comprehension skills.

These recommendations aim to enhance vocabulary knowledge and reading comprehension skills among students, promote effective instructional practices for teachers, foster supportive environments at home and school, and guide future research endeavors in the field of vocabulary instruction and reading comprehension.

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