THE CORRELATION BETWEEN VOCABULARY LEARNING STRATEGIES AND READING COMPREHENSION

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ABSTRACT: This study aimed to find out the correlation between vocabulary learning strategies and reading comprehension and to determine the extent to which vocabulary learning strategies contributed to the reading comprehension of students. This study used a correlational research design. The sample was selected by using a purposive sample technique, consisting of 68 students. The result of the study showed that the level of students' vocabulary learning strategies questionnaire and reading comprehension test was in the average category. The data obtained were analyzed by using Pearson Product Moment and Regression Analysis. Pearson Product Moment was aimed to find out the correlation between vocabulary learning strategies and reading comprehension and Regression Analysis was used to determine the extent to which vocabulary learning strategies contributed to the reading comprehension of students. Based on the result of data analysis, it was revealed that there was a significant correlation between vocabulary learning strategies and reading comprehension of the eleventh-grade students of SMA Islam Az-Zahrah Palembang since the p-value (0.003) was lower than the alpha value 0.05. The r-value (0.358) was higher than the r-table (0.2012). It showed that there was a low correlation between vocabulary learning strategies and reading comprehension of the eleventh-grade students of SMA Islam Az-Zahrah Palembang. Moreover, vocabulary learning strategy contributed as much as 12.8%. It could be concluded that the contribution was in the deficient category.

Keywords: *correlation, vocabulary learning strategies, reading comprehension*

KORELASI ANTARA STRATEGI PEMBELAJARAN KOSA KATA DENGAN PEMAHAMAN MEMBACA

ABSTRAK: Penelitian ini bertujuan untuk mengetahui hubungan antara strategi pembelajaran kosakata dan pemahaman membaca serta seberapa besar kontribusi strategi pembelajaran kosakata terhadap pemahaman membaca siswa. Penelitian ini menggunakan desain penelitian korelasional. Sampel dipilih dengan menggunakan teknik sampel purposif yang berjumlah 68 siswa. Pengumpulan data dilakukan dengan memberikan angket strategi pembelajaran kosakata dan tes pemahaman bacaan. Hasil penelitian menunjukkan bahwa tingkat angket strategi pembelajaran kosakata dan tes pemahaman membaca siswa berada pada kategori rata-rata. Data yang diperoleh dianalisis dengan menggunakan Pearson Product Moment dan Analisis Regresi. Pearson Product Moment bertujuan untuk mengetahui korelasi

antara strategi pembelajaran kosakata dan pemahaman membaca, sedangkan Analisis Regresi digunakan untuk mengetahui kontribusi. Berdasarkan hasil analisis data diketahui bahwa terdapat korelasi yang signifikan antara strategi pembelajaran kosakata dan pemahaman membaca. siswa kelas XI SMA Islam Az-Zahrah Palembang karena nilai p (0,003) lebih rendah dari nilai alpha 0,05. Nilai r (0,358) adalah lebih tinggi daripada dari r tabel (0,2012). Dia menunjukkan bahwa terdapat korelasi yang rendah antara strategi pembelajaran kosakata dan pemahaman membaca siswa kelas sebelas SMA Islam Az-Zahrah Palembang. Selain itu, strategi pembelajaran kosakata memberikan kontribusi sebesar 12,8%. Dapat disimpulkan bahwa kontribusinya masuk dalam kategori sangat rendah.

Kata Kunci: *korelasi, strategi pembelajaran kosakata, pemahaman membaca*

INTRODUCTION

As a foreign language in Indonesia, English has taken an important role in learners' study. English is considered a foreign language and is taught formally from elementary school up to the university level. Brumfit (2001) claims that English is an international language that is the most widespread medium of international communication.

Since English is an important language that needs to be used by students, they must have their ideas about learning English. The first thing that comes to people's minds when they talk about language should be "words". Words here are vocabularies. Besides, Ahour and Salamzadeh (2014) also state that words are the basic building blocks of a language, the units of meaning from which larger structures such as sentences, paragraphs, and the whole texts are formed. It means that learners should know more about English vocabulary if they want to be able to speak and use English. The more vocabularies they know, the better their ability in English. Vocabulary learning is a crucial factor for language at every level of proficiency but is particularly important for beginner learners who must acquire large amounts of words quickly to access their new language. The difficulty and complexity of learning vocabulary requires the choice, and appropriate use of strategies that help and enhance the learning process.

Based on the explanations above, in Indonesia, English is the foreign language that is taught for formal education and become an important subject that must be taught in all formal classes. Therefore, education plays the biggest role in improving the students' skills, especially in English. Learners should apply the right vocabulary learning strategies to study effectively and achieve great success. There are many strategies that a learner can apply in the process of improving their mastery of vocabulary.

Vocabulary learning strategies are a component of language learning strategies, which are in turn part of general learning strategies (Nation, 2001, p. 34). The first is productive vocabulary. It is a word that students use correctly and understand when the students are speaking and writing. It is associated with the productive skills. Meanwhile, the second is receptive vocabulary, it is a word that students recognize and understand when listening and reading and it is associated with receptive skills. The students mainly use their productive vocabulary since the reading comprehension is in written form. Vocabulary is an essential component learned in language learning. With this, the linguist Wilkins in Thornbury (2002, p.23) states that vocabulary learning is very important. Without grammar, very little can be conveyed and without vocabulary, nothing can be conveyed at all. This means that even if someone has good grammar it will be useless if they do not know much vocabulary. The most important point of the statement above is that mastering vocabulary for the students is the main component to learn the language successfully.

The students use vocabulary learning strategies to improve their mastery of their English. Many problems linger around vocabulary and its role. Learners are interfered by their first language, and approaches used to learn a language and the strategies applied during the learning process. All of these issues need to be overcome if the learners aim to improve over time.

Moreover, Sismiati (2012, p. 65) assumes that reading is a significant activity and becomes more necessary in this modern world, when the development in every life aspect occurs very quickly. In addition, Subyantoro (2011, p. 9) describes that reading is a skill

in reading comprehension that will gradually become the everyday behavior of a person. Reading is an important skill in higher education since it is a key to academic success for all students (Tavakoli, 2014). In addition, Anderson (2003) argues that reading is an active and fluent process that involves the reading material in building meaning. At the time, while students read a passage, their brains will be active in thinking and processing all information from the passage. Reading tasks are a different and engaging method of learning (Douglas et al., 2016, p.260). The readers will engage their thoughts to comprehend the text being read. Students in higher education must be able to understand various texts and it can only be developed through practice a lot. However, students read for three purposes. Firstly, students can get the knowledge from their reading. Secondly, they can communicate with each other. Lastly, they can solve the questions from the passage.

According to the RAND Reading Study Group (2002), comprehension is the process of eliciting and making meaning through interaction and involvement with written language. Duke (2003) argues that comprehension is a process in which readers make meaning by interacting with text through the combination of prior knowledge, previous experience, information in the text, and the views of readers related to the text.

Therefore, Haq (2014) explains that reading comprehension is one of the standard skills in English that should be achieved at all levels of education, including at the elementary school level". Through reading skills, students are expected to be able to read and understand the contents of reading text. In learning English, readings for beginner students are difficult. These difficulties are caused by the mastery of vocabulary and grammar, and the length of the text which decreases reading interest. Reading comprehension text is not solely based on how well students read, it includes the accuracy of pronunciation and student's intonation. However, reading comprehension is an activity that builds an understanding of the meaning of a text, which can then be translated through one's language.

Unfortunately, reading comprehension is crucial but based on the study from Ria and Perdawati (2021) it was found that students could not decode the word meaning in the text. They were confused about the meaning of words and sentences. They could not comprehend the longer text using academic or technical terms. Moreover, they could not connect ideas and distinguish between the significant information and the minor details, and they could not concentrate during reading. When they read some texts, they spent the time in translating the words. When they found long passages, they lost their motivation because they thought that it would take a long time to translate the text.

In facing the problems, many studies have previously explored variables related to vocabulary learning strategies and reading comprehension. Prashneel (2019) found that there were effective strategies that could be used in teaching vocabulary to the students. These strategies benefit students and can also be used by learners of another second language globally. The students' knowledge of reading comprehension played an important role in increasing their vocabulary learning strategies. The students need to understand more the aspects of reading such as the main idea, detailed information, and vocabulary.

Dealing with what has been explored before, therefore the writers were interested in conducting a study to find out the correlation between vocabulary learning strategies and reading comprehension. The writers aim to conduct a study entitled: "The Correlation

between Vocabulary Learning Strategies and Reading Comprehension of the Eleventh Grade Students of SMA Islam Az-Zahrah Palembang".

VOCABULARY LEARNING STRATEGIES

Vocabulary learning strategies is a part of learning strategies. Among language learning strategies, vocabulary learning strategies is one of the most important investigation areas in vocabulary issues. According to Cameron (2001) vocabulary learning strategies is defined as a particular way used by students to learn foreign language vocabulary. Every language learner has their own way for learning vocabulary. Language learners need to deal with a wide range of vocabulary learning strategies by the purpose of acquiring new vocabulary and increase vocabulary, knowing a large number of words with their meanings, or how to pronounce and use them correctly. Language experts and researchers understand the value of vocabulary knowledge and, particularly, its close relationship to reading abilities (Gardner and Nation, 2013). Both nonnnative language users and language scholars are aware of the vocabulary-learning challenges encountered by different learners. Firstly, the learning of vocabulary needs to comprehend the context of the vocabulary itself when translated into the target language. Secondly, Drawing upon the fact that in the context of foreign language learning the opportunities are restricted in terms of target-language input, output, and interaction, what seems necessary for vocabulary learning is the employment of motivational and effective learning strategies (Tseng & Schmitt, 2008).

Vocabulary learning strategies have become a major concern for many researchers and language practitioners in recent days (Cohen & Wang, 2018). This statement shows that for learners to improve gradually, they are required to apply the right learning strategies which are beneficial in making their learning process goes with ease.

Additionally, Saigh and Schmitt (2012) that vocabulary learning strategies are divided into five different categories and each category covers different aspect. The five strategies are social, memory, cognitive, meta-cognitive and determination. According to Schmitt, social strategy takes place when learners ask questions to the people who know regarding that particular aspect of study. Moreover, memory is when learners relate the question to the existing knowledge that they have in their mind. Cognitive strategy is proficiency of English by exhibiting the common purpose of manipulation or alteration of the target language by the learner. Meta-cognitive strategy is applied when it involves a practical reviewing of the learning process and decisions are made regarding scheduling, observing or assessing the best ways to learn. Lastly, determination strategy is when learners have to relate any question by guessing from their structural knowledge, guessing the meaning and even referring to any materials.

According to Grabe and Stoller (2018) state that vocabulary English strategy is a wide range of notable features are usually subsumed under the category of the challenge of vocabulary learning and teaching such as word frequency, saliency, learning burden, and learners' particular vocabulary needs and wants. Recent years have now seen a wealth of interest in learning strategies designed to increase students' vocabulary acquisition and development.

In the light of providing opportunities for learners to be first exposed to the new words and their meanings and to be secondly placed in conditions under which they try to retrieve, recall, and use the target vocabulary items across different settings and contexts, the process of vocabulary development will occur (Cook, 2013). However, it

should be noted that vocabulary development has a multi-faceted nature which includes the knowledge of not only word meanings, but also pronunciation, spelling, grammatical properties, connotations, morphological options, as well as semantic associates of the words. With scaffolding and assistance, English learners can successfully develop their vocabulary (Kayi-Aydar, 2018). In the other words, what learners need during the process of vocabulary development is to be directed and guided by their teachers to manage study time to optimize the learning both inside and outside of the classroom.

Gu (2003) notes that Vocabulary Learning Strategies (VLS) should serve two purposes: to get more knowledge about words, and to be able to use that word knowledge productively. The strategy of teaching vocabulary learning strategies is student's vocabulary knowledge and skills in determining his or her proficiency in comprehension and language use. Therefore, whether the teacher teaching writing, reading or supporting students to communicate more effectively their ideas, vocabulary should be part of daily instruction. According to Hulstijn and Laufer (2001), there are six effective Strategies for Teaching Vocabulary Learning Strategies, they are as follow:

1. Word Wall

   Word wall is the collection of words which are displayed in large visible letters on the wall, bulletin board, or other display surfaces in a classroom. A word wall can help the students get more engaged in vocabulary development.

2. Word Box

   Word box is one of the strategies for teaching vocabulary. This is a weekly strategy that can help students retain and use words more effectively.

3. Vocabulary Notebook

   Vocabulary notebooks are charts of words that contain words and their meaning. The students can maintain vocabulary notebooks throughout the year where they write the meaning of the new words.

4. Semantic Mapping

   These are maps or webs of words that can help visually display the meaning-based connections between a word or phrase and a set of related words or concepts.

5. Word Card

   Word cards can help students review frequently learned words and so improve retention. On one side of the card, students write the target word and its part of speech (whether it is a verb, noun, adjective, and etc.).

6. Word Learning Strategies

   Teaching students word learning strategies is important to help them become independent word learners. This is by teaching, modelling and providing a variety of strategies that serve different purposes. There are three some examples of word-learning strategies such as using word parts, asking question about words, and reflecting (Zimmerman, 2009).

From explanation above, the writers concludes that vocabulary learning strategy is one part of language learning strategies which in turn are part of general learning strategies and also is a wide range of notable features are usually subsumed under the category of the challenge of vocabulary learning (and teaching) such as word frequency, saliency, learning burden, and learners' particular vocabulary needs and wants. Recent years have now seen a wealth of interest in learning strategies designed to increase students' vocabulary acquisition and development.

READING COMPREHENSION

Reading is defined as a cognitive process that involves decoding symbols to arrive at meaning. Reading is an active process of constructing meanings of words. Reading helps the reader to direct information towards a goal and focuses their attention. Sismiati (2012) stated that reading is an important activity and becomes more important in this modern world, when the development in every life aspect occurs very quickly. Richards, (2009, p. 60) stated that reading comprehension is perceiving a written text in order to understand its contents.

Richards (2009, p. 443) say there are four different types of reading comprehension. They are as follows:

a. Literal

Literal comprehension is a type of reading comprehension in order to understand the information and facts directly stated in the text. It is recognized as the first and the most basic level of comprehension in reading.

b. Inferential

Inferential comprehension is a type of reading comprehension in order to process written information and understand the underlying meaning of the text. This information is then used to infer or determine deeper meaning that is not explicitly stated.

c. Critical or Evaluative

Critical or evaluative comprehension is a type of reading comprehension in order to move beyond the text to consider what the reader think and believe in relation to the message in the text. It means the reader can compare the information in a passage with the reader's own knowledge and values.

d. Appreciative

Appreciative comprehension is a type of reading comprehension in order to gain an emotional or kind of valued response from the passage.

The Correlation between Vocabulary Learning Strategies and Reading Comprehension

Vocabulary learning strategies is crucial in reading comprehension and determining how well students are in comprehending the texts. In the regard to this matter, learning strategies has an influence on reading comprehension. According to SoSHEC (2017), this study aims to analyze correlation of vocabulary learning strategies and reading comprehension. The result of the research show that the students employed five strategy categories in which cognitive strategies as the most used strategies and had strong positive correlation with reading comprehension, so, there is a significant positive correlation between vocabulary learning strategies and reading comprehension. It can be inferred that the more frequently the students employed vocabulary learning strategies, the higher score of reading comprehension they achieved.

The next previous research conducted by Prashneel, R., (2019). The researcher found that effective strategies could be used in teaching vocabulary to students. The results of study reveal the common strategies that foreign language learners use in vocabulary learning. The vocabulary learning strategy from this study would not only benefit students of the English language but could easily be used by learners globally.

METHODOLOGY

1. Research Method

In this study, the writers intended to know the relationship between vocabulary learning strategies and reading comprehension. Therefore, quantitative research was the approach in conducting this study. This study used correlation research design. According to Creswell (2012), correlation design is a procedure in quantitative research in which the investigator measures the degree of association or relation between two or more variables using the statistical procedure of correlation.

In this study, the writers collected the data for conducting a correlation analysis between vocabulary learning strategies and reading comprehension, to examine or find out whether there was a significant correlation between vocabulary learning strategies and reading comprehension of the eleventh graders of SMA Islam Az-Zahrah Palembang.
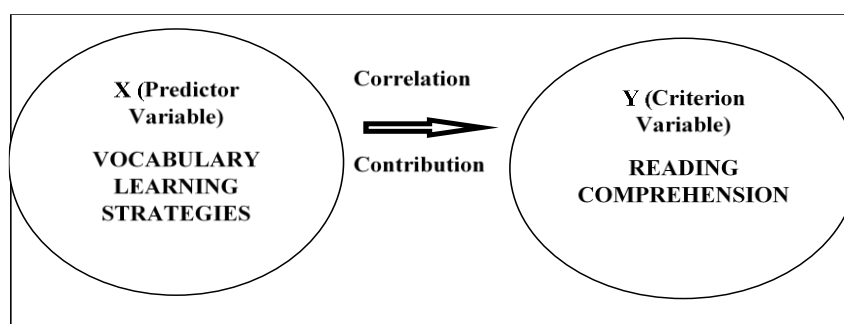

Figure 1. The Correlation Design

2. Research Participants

The population of the study is the eleventh grade of SMA Islam Az-Zahrah Palembang. The total of students of eleventh graders is 137 students. In this case, the sample is taken by using a purposive sample. In this study, the writers would take two classes as a sample consisting of 68 students. In this study, the writers would take two classes as a sample. Which consists of 68 students. The writers used a purposive sample since those two classes had the same characteristics because the students got the lowest scores in English. Furthermore, the writers chose two classes as the sample of her study because the schedule of this class could be used by the writers. As a result, the writers did not conduct the research after school or before school.

3. Technique for Collecting the Data

There were two instruments administered to collect the data in this study a questionnaire for vocabulary learning strategy and a test for reading comprehension. The writers used Schmitt's Vocabulary Learning Strategies Questionnaire (VLSQ) adopted by Bennett (2006). There are 20 items Likert-scale questionnaire. The learners gave their responses on five-point Likert scales, with the available answers being: never (1), seldom (2), sometimes (3), often (4), and always (5). The 5-point scale makes it possible to collect more detailed and revealing information. The questionnaire is also piloted using a small group of students with similar characteristics to the participants in the main study. The highest score of the questionnaire was 74 meanwhile the lowest score of the questionnaire

was 54. The purpose is to guarantee that the questionnaire covered the strategies related to learning English vocabulary and that the students could understand the questionnaire completely.

In this case, the writers gave test namely reading comprehension test to get the data or information. By using instrument, the writers obtained a value of the data, then the data will be processed to determine the correlation vocabulary learning strategies and reading comprehension. A test is considered good if it is valid and reliable. Before conducting the reading comprehension test, the writers used content validity. To know the content validity of the test items is appropriate, the writers did the try-out of reading comprehension test meanwhile the writers used the Split Half method to measure the reliability of the reading test. Based on the result of the reliability test, it was found that the coefficient of Cronbach's Alpha was 0.776.

4. Technique for Analyzing the Data
4.1 The Correlation Analysis

As stated before, this study uses correlation analysis to find out the correlation coefficient between two variables (vocabulary learning strategies) as the independent variable and dependent variable (reading comprehension) of the eleventh-grader students of SMA Islam Az-Zahrah Palembang. The data collected are calculated by using Pearson Product Moment correlation analysis. Based on Creswell (2012), the Pearson product-moment correlation analysis is a measure of the strength of a linear association between two variables. To find out the correlation between vocabulary learning strategies and reading comprehension, the writers used the Pearson Product Moment Correlation Coefficient.

4.2 The Regression Analysis

After the writers found the contribution between Vocabulary Learning Strategies and reading comprehension, the writers used regression analysis to find out how much vocabulary learning strategies contribute to reading comprehension of the eleventh-grade students of SMA Islam Az-Zahrah Palembang.

FINDINGS AND DISCUSSION
1. Descriptive Statistic of Vocabulary Learning Strategies Questionnaire

The vocabulary Learning Strategies questionnaire was distributed to 68 students of SMA Islam Az-Zahrah Palembang. After analyzing the data on students' Vocabulary Learning Strategies, it was found that the mean score was 63.63, the minimum score was 54, the maximum score was 79, and the standard deviation was 4.620. The summary of the descriptive statistics of vocabulary learning strategies is presented in Table 1.

Table 1. Descriptive Statistics of Vocabulary Learning Strategies

	N	Minimum	Maximum	Mean	Std. Deviation
Vocabulary learning strategies	68	54	79	63.63	4.620
Valid N (listwise)	68				

2. Descriptive Statistic of Reading Comprehension Test

Dealing with the result of students 'reading comprehension test, it was found that the maximum score was 84 and the minimum score was 24. The mean score was 59.41, with the standard deviation was 11.754. The summary of descriptive statistics of reading comprehension is presented in Table 2.

Table 2. Descriptive Statistics of Reading Comprehension

	N	Minimum	Maximum	Mean	Std. Deviation
Reading Comprehension	68	24	84	59.41	11.754
Valid N (listwise)	68				

3. The Analysis of Frequency

This analysis was used to show the distribution of variables and to classify the students' level of vocabulary learning strategies questionnaire and reading comprehension test. Based on the data, it was found 36.76% in the high category, there were 63.24% in the medium category and there was none of the students classified in the low category. In other words, it was assumed that the students of SMA Islam Az-Zahrah Palembang had a medium level of vocabulary learning strategies. The score distribution of the vocabulary learning strategies questionnaire is presented in Table 3.

Table 3. Data Distribution of Vocabulary Learning Strategies

Variable	Score Interval	Category	Frequency	Percentage
	66-80	High	25	36.76
Vocabulary Learning Strategies	51-65	Medium	43	63.24
	0-50	Low	0	0
Total			68	100

Based on the results of the student's reading comprehension test, the writers found that 1 student (1.49%) was in the excellent category, 10 students (14.70%) were in the good category, 49 students (72.05%) were in the average category, 8 students (11.76%) were in poor category, none of the students (0%) were in very poor category. This means that the students of SMA Islam Az-Zahrah Palembang had an average level of reading comprehension. The score distribution of the reading comprehension test is presented in Table 4.

Table 4. Data Distribution of Reading Comprehension

Variable	Score Interval	Category	Frequency	Percentage
	81-100	Excellent	1	1.49
	61-80	Good	10	14.70
Reading Comprehension	41-60	Average	49	72.05
	21-40	Poor	8	11.76
	0-20	Very Poor	0	0
Total			68	100

4. The Correlation Analysis

This study used Pearson Product Moment to know the level of correlation between the independent variable (vocabulary learning strategies) and the dependent variable (reading comprehension). Based on the table below, the significant coefficient was 0.003 lower than the alpha value of 0.05 there was a significant correlation. The Pearson Correlation of students' vocabulary learning strategies and reading comprehension was 0.358 indicating in low category correlation. Table 5 presents the result of the correlation analysis.

Table 5. Correlations Analysis Result

	Vocabulary Learning Strategies	Reading Comprehension
Pearson Correlation	1	.358**
Sig. (2-tailed)		.003
N	68	68
Pearson Correlation	.358**	1
Sig. (2-tailed)	.003	
N	68	68

5. Regression Analysis

The regression analysis was used to know how much the vocabulary learning strategies had an interactional effect on the reading comprehension of the eleventh-grade students of SMA Islam Az-Zahrah Palembang. The value of regression showed that the number of influence vocabulary learning strategy and reading comprehension was 0.128 it means that the contribution and interaction effect of vocabulary learning strategy and reading comprehension was 12,8%. The summary is presented in Table 6

Table 6. Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.358ᵃ	.128	.115	4.346

a. Predictors: (Constant), Reading comprehension

DISCUSSION

Based on the findings of this study, some interpretations could be drawn. First, the result of the correlation analysis showed that the correlation between students' vocabulary learning strategies and students' reading comprehension was low. In this study, most of the students had a medium level of using vocabulary learning strategies and average level of reading comprehension.

Based on the results of the descriptive analysis the data shows some students got excellent and good scores. Meanwhile, some students got poor scores on the reading comprehension test and high category scores on the student's vocabulary learning strategies questionnaire. Most of the student's scores were in the average category in the reading comprehension test and medium categories in the vocabulary learning strategies questionnaire.

Second, the results revealed that was found out that vocabulary learning strategies contributed to reading comprehension, since the p-value of 0.003 lower than alpha value 0.05. It means that Hα was accepted and automatically Ho (null hypothesis) was rejected. The r_{value} was .358. It showed that there was a low correlation between vocabulary

learning strategies and reading comprehension of the eleventh-grade students of SMA Islam Az-Zahrah Palembang. The value of regression showed that the number influencing vocabulary learning strategy and reading comprehension was 0.128. The contribution and interaction effect of vocabulary learning strategies and reading comprehension was 12,8%. It means that the contribution and interaction effect of vocabulary learning strategy to reading comprehension was very small. It is proved that having a vocabulary learning strategy at a medium level cannot determine the ability of reading comprehension. It is also supported by Gang (2014) stated that effective vocabulary learning strategies will encourage students to develop ability in reading. It means students should adjust and enhance their vocabulary learning strategies to influence their ability in reading comprehension.

CONCLUSIONS

Based on the findings and interpretations of this study, it could be summarized both the problems of the study were answered. First, there was a significant correlation between vocabulary learning strategies and reading comprehension of the eleventh-grade student of SMA Islam Az-Zahrah Palembang, since the p-value was 0.003 lower than the alpha value of 0.05. It means that Hα was accepted and automatically Ho (null hypothesis) was rejected. The value was .358. It showed that there was a low correlation between vocabulary learning strategies and reading comprehension of the eleventh-grade students of SMA Islam Az-Zahrah Palembang. Second, the value of regression showed that the number influence of vocabulary learning strategy and reading comprehension was 0.128 which means that the contribution and interaction effect of vocabulary learning strategy and reading comprehension was 12.8%.

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