



An Analysis of Vocabulary on Writing Skill of Fourth and Fifth Grade Students at Minhajul Haq, Purwakarta

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Abstract. The importance of English proficiency in the era of global integration encourages elementary education institutions to strengthen students' basic language skills, particularly vocabulary and writing. Vocabulary mastery plays a fundamental role in language learning, as it supports students in understanding, constructing, and expressing ideas effectively in written form. However, limited vocabulary among elementary students often leads to difficulties in writing simple sentences and communicating ideas clearly. Previous studies have shown inconsistent results regarding the extent to which vocabulary mastery influences writing skills, especially at the primary school level; therefore, further investigation is needed. This study aims to examine the effect of vocabulary mastery on English writing skills among fourth- and fifth-grade students at MI Minhajul Haq, Purwakarta. A quantitative correlational approach was employed, with data collected from 35 students using vocabulary tests and writing tasks. The analysis was conducted through validity and reliability testing, classical assumption tests, and simple linear regression. The results indicate that vocabulary mastery has a positive and significant effect on writing skills, with a significance value of 0.001 and a regression coefficient of 0.764. Furthermore, vocabulary mastery contributes 54.4% to writing skill, highlighting its crucial role in improving students' writing performance and supporting effective English learning at the elementary level.

Keywords: Elementary School; Quantitative Research; Vocabulary Mastery; Writing Ability; Writing Skill

1. INTRODUCTION

Education plays a central role in improving the quality of human resources, particularly in the era of global integration where English proficiency has become an essential competence. As an international language, English is widely used in education, technology, and global communication; therefore, introducing English at an early age is considered a strategic step to equip students with adequate language skills for future academic and professional demands. In line with this, Mauliska & D'Angelo (2024) argue that early exposure to English contributes not only to language acquisition but also to the development of critical thinking, problem-solving abilities, and broader global perspectives. These benefits indicate that English learning at the primary level is not merely about mastering a foreign language but also about fostering students' cognitive and intellectual growth.

One of the most essential components in learning English is vocabulary mastery, which serves as the foundation for developing language skills such as listening, speaking, reading, and writing. Trinita & Kareviati (2023) state that vocabulary mastery plays a crucial role in students' writing ability, as writing requires learners to select appropriate words, construct meaningful sentences, and express ideas effectively. Similarly, Masrul & Wicaksono (2023) emphasize that vocabulary knowledge directly influences learners' ability to communicate and comprehend texts. Students with limited vocabulary often face difficulties in understanding

instructions, interpreting learning materials, and conveying their ideas clearly. Consequently, mastering vocabulary becomes a fundamental aspect of English learning, especially for elementary school students who are still at an early stage of language acquisition.

In the Indonesian context, the implementation of English learning at the elementary level varies significantly. Rachmidiana et al. (2023) highlight that under the Merdeka Curriculum, English is not formally mandated as a compulsory subject in elementary schools but is commonly offered as a local content subject. This policy leads to variations in its implementation across schools. One example is Madrasah Ibtidaiyah Minhajul Haq in Purwakarta, West Java, which integrates religious and general education with a focus on tahfidz Al-Qur'an, character education, and Arabic instruction, while also introducing English as a local content subject.

However, several challenges are encountered in its implementation. English is relatively new in the school curriculum, resulting in limited student familiarity, particularly among fourth and fifth grade students. Preliminary observations indicate that many students demonstrate limited mastery of basic English vocabulary, which affects their ability to write simple sentences and express ideas. This limitation leads to difficulties in understanding lessons, participating in classroom activities, and building confidence. As a result, the learning process becomes less effective, and writing outcomes remain suboptimal.

Vocabulary mastery, as defined by Harselina et al. (2024), refers to students' ability to recognize, understand, and appropriately use words in context. It plays a vital role in supporting communication and can be measured through tests and word usage activities. Pujiani et al. (2025) state that vocabulary significantly influences students' ability to comprehend and produce language, while Trinita & Kareviati (2023) reaffirm its role in developing coherent writing. Luthfiyati et al. (2023) further emphasize that vocabulary mastery is a key internal factor affecting writing ability.

Although previous studies have examined this relationship, most focus on higher education levels. Research at the elementary level, particularly in madrasah ibtidaiyah, remains limited. Therefore, this study focuses on fourth and fifth grade students at MI Minhajul Haq, Purwakarta, to examine the effect of vocabulary mastery on writing skills. The study aims to describe students' vocabulary mastery and writing ability and to analyze whether vocabulary mastery significantly influences their English writing skills. It is expected that this research will contribute to improving English teaching at the elementary level.

2. LITERATURE REVIEW

Vocabulary

Vocabulary is a fundamental component in English language learning, referring to the set of words used to understand and express meaning. According to Nation (2001), vocabulary encompasses word meaning, form, and contextual use, while Richards & Renandya (2002) emphasize its central role in influencing all language skills, including listening, speaking, reading, and writing. Similarly, Richards & Schmidt (2013) define vocabulary as knowledge of words in various forms, such as single words, compounds, and idioms. In practice, vocabulary mastery enables students to communicate ideas clearly and effectively, particularly in early language learning (Gower et al., 2005). Wallace (1989) further explains that its purposes involve aspects of quantity, need, and presentation. Vocabulary itself is commonly categorized into receptive (understood through listening and reading) and productive (used in speaking and writing) types, or passive and active vocabulary (Nation, 2001; Harmer, 2000).

In this study, vocabulary is limited to active vocabulary, which students can use in writing, and passive vocabulary, which students can understand but not yet produce independently. Vocabulary mastery, therefore, refers to students' ability to understand, recognize, and use words appropriately, including aspects of meaning, form, and contextual use (Nation, 2001: 48). Its importance is further highlighted by Hamidah et al. (2021), Rahmah et al. (2023), and Nurhayati & Lolong (2024), who note its significant role in supporting comprehension and communication. At the elementary level, vocabulary learning serves as the foundation for language development, as it is cumulative and directly influences students' future language skills (Zeng et al., 2025). Limited vocabulary can hinder students' participation and writing ability; therefore, early and meaningful vocabulary instruction is essential to support the development of writing skills and learners' confidence.

Writing

Writing skill refers to the ability to express ideas in written form using appropriate vocabulary and grammar. Brown (2004) states that writing is a complex process involving idea generation and organization, while Harmer (2007) describes it as a recursive process consisting of planning, drafting, and revising. In line with this, Richards and Renandya (2002) emphasize that writing involves multiple components, including content and language use, making it one of the most challenging language skills. Vocabulary knowledge plays a crucial role in supporting writing development, as it enables learners to convey meaning effectively (Nation, 2001). At the elementary school level, writing instruction focuses on simple and meaningful activities, such as copying words and writing basic vocabulary, to build foundational skills

(Azizah, 2024). Luciana et al. (2024) further explain that simple writing tasks help students develop confidence and basic competence, while vocabulary introduction supports their understanding of spelling and meaning simultaneously.

The indicators of writing skill for elementary students include writing letters, copying words, composing simple sentences, and applying correct spelling (Destari & Dafit, 2022); in this study, writing skill is limited to writing simple vocabulary related to familiar topics. Previous studies consistently demonstrate a positive relationship between vocabulary mastery and writing skill, as shown by Trinita and Kareviati (2023) and Fajri Nugraheni et al. (2024), who found a significant correlation between the two variables. This is further supported by Hamidah et al. (2021), Hariati (2020), and Barus and Panjaitan (2022), who highlight that vocabulary mastery contributes to coherent and effective writing. Additionally, studies by Issa (2021), Luthfiyati et al. (2023), and Haryadi (2022) underline the importance of effective teaching strategies and early vocabulary exposure in improving students' writing ability. Overall, these findings indicate that vocabulary mastery plays a significant role in enhancing students' writing performance.

Research Model

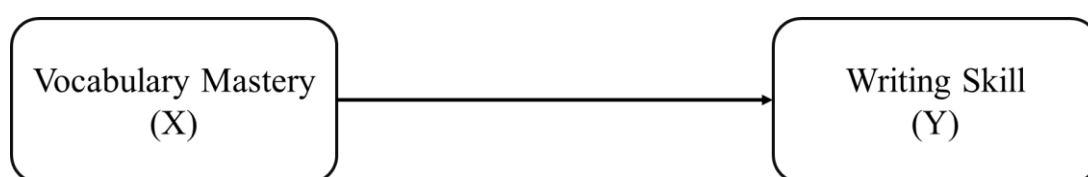


Figure 1. The Conceptual Framework of the Study

Source: Researcher Conceptualization (2026)

This study assumes that vocabulary mastery (independent variable) influences writing skill (dependent variable). Students with better vocabulary are expected to write more effectively, while limited vocabulary leads to weaker writing performance. Based on this theoretical framework, the following hypotheses are formulated:

H₁: There is a significant effect of students' vocabulary mastery on their English writing skill among fourth and fifth grade students at MI Minhajul Haq, Purwakarta.

H₀: There is no significant effect of students' vocabulary mastery on their English writing skill.

3. RESEARCH METHOD

Research Design

This study employed a quantitative approach with a correlational design to examine the relationship between students' vocabulary mastery and their English writing skill. The study used primary data collected through a cross-sectional approach from fourth and fifth grade students of MI Minhajul Haq, Purwakarta. The data consisted of students' scores from a vocabulary test and a writing task. The population included all students at that level, and a total sampling technique was applied, involving all 35 students. The research was conducted in the second semester of the 2025/2026 academic year, as the school was considered relevant due to its English instruction and students' developing vocabulary and writing skills.

Data Analysis Technique

In this study, The validity test used Pearson Product Moment, where items were considered valid if $r\text{-count} > r\text{-table}$ or $\text{Sig.} < 0.05$ (Sugiyono, 2020: 121), while reliability was measured using Cronbach's Alpha with a minimum value of 0.60 (Sugiyono, 2020: 124). Normality was tested using Kolmogorov–Smirnov ($\text{Sig.} > 0.05$), multicollinearity using Tolerance (> 0.10) and VIF (< 10), and heteroscedasticity using the Glejser test ($\text{Sig.} > 0.05$) (Palagan, 2018). Furthermore, simple linear regression ($Y = a + bX$) was applied to examine the effect of vocabulary mastery on writing skill, and hypothesis testing was conducted using a t-test after the data met normality and homogeneity assumptions.

4. RESULT

Respondent Characteristic

This study involved 35 elementary school students as respondents, all of whom completed and returned the test instruments provided. The respondent data were categorized based on several demographic characteristics, including gender and grade level. A detailed description of each of these demographic categories is presented in the following section.

Tabel 1. Respondent Characteristic

Gender		
Male	17	48,6%
Female	18	51,4%
Grade Level		
Fourth Grade	16	45,7%
Fifth Grade	19	54,3%

Source: Researcher Data Collection (2026)

Validity and Reliability Test Results

Validity

The validity test is conducted to ensure that the instrument accurately measures the intended constructs. In this study, validity was assessed using the Pearson Product Moment correlation. An item is considered valid if the calculated correlation coefficient (r-count) exceeds the r-table value at a significance level of 5% ($\alpha = 0.05$), or if the significance value is less than 0.05.

Tabel 2. Validity Test Result

Indicator	Pearson Correlation	R-table	Description
Vocabulary Mastery (X1)			
Vocabulay_1	0,539	0,3338	Valid
Vocabulay_2	0,450	0,3338	Valid
Vocabulay_3	0,370	0,3338	Valid
Vocabulay_4	0,450	0,3338	Valid
Vocabulay_5	0,527	0,3338	Valid
Vocabulay_6	0,516	0,3338	Valid
Vocabulay_7	0,493	0,3338	Valid
Vocabulay_8	0,568	0,3338	Valid
Vocabulay_9	0,613	0,3338	Valid
Vocabulay_10	0,418	0,3338	Valid
Writing Skill (X2)			
Writing_1	0,548	0,3338	Valid
Writing_2	0,835	0,3338	Valid
Writing_3	0,835	0,3338	Valid
Writing_4	0,687	0,3338	Valid
Writing_5	0,428	0,3338	Valid

Source: SPSS 25 Test Result (2026)

Based on the results presented in Table 2, all items across the two variables, vocabulary mastery (X) and writing skill (Y) are considered valid. This is evidenced by the pearson correlation values for each item, which are consistently higher than the r-table value of 0,3338.

Reliability

Reliability testing was performed using Cronbach's Alpha to evaluate the internal consistency of the instrument. A variable is considered reliable if the alpha coefficient is greater than or equal to 0.60.

Tabel 2. Reliability Test Result

Variable	Cronbach's Alpha	N of Items	Description
Vocabulary Mastery	0,628	10	Reliabel
Writing skill	0,683	5	Reliabel

Source: SPSS 25 Test Result (2026)

As shown in Table 3, the Cronbach's Alpha values for vocabulary mastery (0,68) and writing skill (0,683) all exceed the threshold of 0.60. This indicates that the instrument demonstrates strong internal consistency and can be considered reliable for data collection purposes.

Classical Instrument Test

Normality Test

The normality test aims to determine whether the residuals in the regression model are normally distributed. This study employs the Kolmogorov–Smirnov test, where a significance value greater than 0.05 indicates normal distribution.

Tabel 3. Normality Test Result

One-Sample Kolmogorov-Smirnov Test		
Unstandardized Residual		
N		35
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	9.10020849
	Absolute	.091
Most Extreme Differences	Positive	.054
	Negative	-.091
Test Statistic		.091
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Source: SPSS 25 Test Result (2026)

The results in Table 4 show that the Asymp. Sig. (2-tailed) value is 0.200, which is higher than 0.05. Therefore, the data are normally distributed. This result confirms that the normality assumption is satisfied, allowing further statistical analysis to be conducted.

Multikolinearity Test

The multicollinearity test is used to detect correlations among independent variables. A regression model is considered free from multicollinearity if the tolerance value is greater than 0.10 and the Variance Inflation Factor (VIF) is less than 10.

Tabel 4. Multicollinearity Test Result

Coefficients ^a			
Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	VOCAB	1.000	1.000

Source: SPSS 25 Test Result (2026)

As presented in Table 5, both variables, vocabulary mastery and writing skill have a tolerance value of 0,1000 and a VIF value of 1,000. Since these values meet the required criteria, it can be concluded that there is no multicollinearity among the independent variables. Thus, the regression model satisfies this assumption.

Heteroscedasticity Test

The heteroscedasticity test examines whether there is inequality in the variance of residuals across observations. The Glejser test is applied by regressing the absolute residual values against the independent variables. If the significance value is greater than 0.05, heteroscedasticity is not present.

Tabel 5. Heteroscedasticity Test Result

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.543	3.836		1.445	.158
	VOCAB	.056	.119	.082	.472	.640

Source: SPSS 25 Test Result (2026)

Table 6 shows that the significance values for vocabulary mastery is 0,640 higher than significant 0.05. This indicates that there is no heteroscedasticity in the model, and the assumption of homoscedasticity is fulfilled.

Simple Regression Analysis

Tabel 6. Simple Regression Analysis Result

		Coefficients ^a		
Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	5.986	6.632	
	VOCAB	.764	.205	.544

a. Dependent Variable: WRITING

Source: SPSS 25 Test Result (2026)

Based on the regression analysis presented in Table 7, the following regression equation is obtained:

$$Y = 5.986 + 0,764X$$

The constant value of 5.986 indicates that writing skill remains at 5.986 when the independent variable is held constant. The regression coefficient for X is 0,764, which implies that every 1% increase in discipline is associated with an increase of approximately 0.764 in vocabulary mastery. This finding suggests that vocabulary mastery has a positive effect on students' writing skill, meaning that higher vocabulary mastery tends to improve writing performance.

Hypothesis Testing

Partial Test (T-test)

The t-test is used to evaluate the individual effect of each independent variable on the dependent variable. The decision is based on comparing the t-count value with the t-table value at a significance level of 0.05.

Tabel 7. Partial Test Result

		Coefficients ^a			t	Sig.
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	5.986	6.632		.903	.373
	VOCAB	.764	.205	.544	3.726	.001

a. Dependent Variable: WRITING

Source: SPSS 25 Test Result (2026)

From Table 8, with $df = 33$, the t -table value is 2,03452. The results show that vocabulary mastery (X) has a t -count of $3,726 > 2,03452$ with a significance value of $0.001 < 0,05$, which is less than 0.05 and greater than the t -table value. This indicates that vocabulary mastery has a positive and significant effect on writing skill; therefore, H1 is accepted.

Simultaneous Test (F-test)

The F-test is conducted to assess the joint effect of all independent variables on the dependent variable. The test is performed at a 5% significance level.

Tabel 8. Simultaneous Test Result

ANOVA ^a						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.184.331	1	1.184.331	13.881	.001 ^b
	Residual	2.815.669	33	85.323		
	Total	4.000.000	34			

a. Dependent Variable: WRITING
b. Predictors: (Constant), VOCAB

Source: SPSS 25 Test Result (2026)

From Table 9, the F-count value is 13,881, which is greater than the F-table value of 4,139, with a significance value of $0.001 < 0,05$. This indicates that vocabulary mastery (X) simultaneously has a positive and significant effect on writing skill. Therefore, the regression model is statistically significant and suitable for explaining the relationship among variables.

Coefficient of Determination (R²) Test

The coefficient of determination (R^2) is employed to measure the extent to which independent variables contribute to the variation of the dependent variable within a regression model. In this study, R^2 reflects the degree to which Competence (X1) and Work Discipline (X2) explain the variation in Personnel Performance (Y). The value of R^2 ranges from 0 to 1; a value closer to 1 indicates a stronger explanatory power of the independent variables, whereas a value closer to 0 suggests a weaker influence.

Tabel 9. Coefficient of Determination (R^2) Test Result

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate

1	.544 ^a	.296	.275	9.237
a. Predictors: (Constant), VOCAB				
b. Dependent Variable: WRITING				

Source: SPSS 25 Test Result (2026)

Based on the results presented in Table 10, the adjusted coefficient of determination is 0.544, or 54,4%. This indicates that vocabulary mastery collectively explain 54,4% of the variance in writing skill. The remaining 45,6% is influenced by other factors not included in this study. These findings suggest that vocabulary mastery have a substantial contribution to improving writing skill.

5. DISCUSSION

The Effect of Vocabulary Mastery on Writing Skill

The partial analysis shows that vocabulary mastery has a positive and significant effect on students' writing skills at MI Minhajul Haq, Purwakarta. This is indicated by a regression coefficient of 0.764 and a significance value of 0.001 (< 0.05). It implies that higher vocabulary mastery leads to better writing performance. The ability to recognize, understand, and use words appropriately is essential in helping students express ideas in written form, especially at the primary school level.

This finding supports the view that vocabulary is a fundamental component of language learning. Students with adequate vocabulary can construct sentences more easily and express their ideas more clearly, while limited vocabulary often hinders writing ability. Previous studies (Trinita & Kareviati, 2023; Fajri Nugraheni et al., 2024; Luthfiyati et al., 2023) also confirm that vocabulary mastery significantly influences writing skill.

The Contribution of Vocabulary Mastery to Writing Skill

The coefficient of determination shows that vocabulary mastery contributes 54.4% to students' writing skills, while 45.6% is influenced by other factors. This indicates that vocabulary mastery is a strong factor in explaining writing ability.

In line with Nation (2001) and Richards and Renandya (2002), vocabulary plays an important role in supporting language skills, including writing. However, writing skill is also affected by other aspects such as grammar, motivation, and teaching methods. Therefore, improving writing ability should involve not only vocabulary development but also other supporting factors.

6. CONCLUSION

Based on the findings and discussion, it can be inferred that the vocabulary mastery of fourth- and fifth-grade students at MI Minhajul Haq differs across individuals and plays a significant role in shaping their ability to write simple English texts. The results demonstrate that vocabulary mastery has a positive and statistically significant impact on writing skill, as reflected in the significance value of 0.001 (< 0.05) and a regression coefficient of 0.764. This indicates that better vocabulary mastery tends to be followed by improved writing performance.

Moreover, the coefficient of determination (R^2) of 54.4% shows that more than half of the variation in students' writing skills can be explained by their vocabulary mastery, while the remaining 45.6% is influenced by other factors not examined in this study. These findings highlight the importance of vocabulary as a key element in developing writing skills, especially at the primary school level. Therefore, it is important for educators to apply learning strategies that focus on contextual and practical vocabulary use, so that students' writing abilities can develop more effectively.

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